



Standards and Quality 2023-2024

Summary of Progress



Priority 1 – To develop a curriculum rationale and curriculum map

- All stakeholders were involved in self-evaluation of our curriculum design.
- Pupils were involved in the process using 'How Good is OUR School?' to audit curriculum design.
- Staff worked together to identify main drivers in our curriculum to enable each child to be successful learners, confident individuals, responsible citizens and effective contributors.
- The 7 principles of curriculum design were incorporated to develop each learner's journey and to make connections across learning.
- Staff and pupil focus groups were involved in outlining and agreeing how we meet the 6 entitlements for all learners at Neilsland PS.
- A new curriculum rationale which is relevant, coherent and progressive, focussing on positive experiences for all learners was developed.
- Planned theme days to facilitate creative and innovative curriculum design approaches were implemented across the session.
- Community and parental partnerships supported all aspects of our curriculum design.

Priority 2 – To develop a coherent and progressive approach to skills-based learning across the school

- INSET training was delivered to all staff on SLC's Skills Framework and as a result all staff have an increased knowledge and understanding of skills-based learning approaches.
- A Skills Ambassador was identified and worked with ambassadors from DLMPs and Townhill PS to create a progressive 3-year rolling programme of skills for each CfE level.
- As part of a learning community focus in moderation all teaching staff had the opportunity to plan, implement and evaluate an agreed set of skills within an agreed curricular area.

Priority 3 – To further develop outdoor learning across the school

- Lessons/resources for outdoor learning kits were developed for all stages showing progression in learning and skill, across all curricular areas.
- CLPL was delivered to all staff from Grounds for Learning to support staff's understanding of different types of outdoor learning.
- Termly outdoor days were implemented providing an array of activities for all classes to undertake.
- P5-7 pupils engaged in the John Muir Award, achieving their Discovery level award.
- Outdoor Play and loose parts equipment was purchased to provide more opportunities for free play and loose parts during break times and lunchtimes.
- A more consistent approach to outdoor learning has been established across all stages and classes with pupils engaging in at least one outdoor learning experience every week.
- Staff have reviewed, evaluated and updated practice in relation to outdoor learning.
- Children are more settled in their classroom, influencing attainment in Literacy and Numeracy.
- There has been an increase in the number of children who say that they enjoy school.
- A whole school outdoor learning policy has been created.

Priority 4 - Excellence and Equity

- Numeracy interventions were implemented with targeted groups across the school three times weekly.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessments.
- Literacy interventions were implemented 3-5 times a week.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessments.
- Overall attendance has improved.