

2019-
2020



Papdale Primary School Standards and Quality Report 2019 – March 2020

2019 2020

OUR ANNUAL STANDARDS AND QUALITY REPORT WHICH RECORDS OUR PROGRESS MADE WITHIN OUR IMPROVEMENT PLAN UP TO 20TH MARCH 2020. THE REPORT DIFINES THE LOCAL AND NATIONAL IMPROVEMENT FRAMEWORK FOR THE COMING YEAR.

PAPDALE PRIMARY SCHOOL | Willow Road Kirkwall

Contents

Context.....	2
Our vision	3
Our values	3
Our Aims	4
Our Curriculum Rationale	4
Our identified priorities for session 2019 – 2020	5
Review of progress session 2019 – until March 2020	6
Priority One	6
Priority Two.....	9
Priority Three	10
Priority Four	13
What is our capacity for continuous improvement?	17
Development Priorities for session 2020 – 2021	17

Context

Papdale Primary School is situated in the heart of Orkney's main town Kirkwall. The catchment area of the school is roughly the area to the east of Junction Road. This is an urban catchment area. A small percentage of our pupils live in that area of St Ola on the outskirts of the town.

During the academic session of 2019 - 2020, 537 pupils attended the Primary School with 82 children regularly accessing the nursery. This session we had 17 classes, 1 of which was a composite class.

The Senior Leadership currently comprises of HT Mrs Wendy Bowen, DHTs, Mrs Michele Dufort and Mrs Amy McCracken. The nursery is managed by Miss Caroline Easton. Mr Kevin Balfour is the school's Business Manager. Over the course of this session a permanent post of PT Early Years was appointed. Mr Darren Peace was appointed to the post. A further two posts were created, PT Middle Years to which Mrs Becky Ewing was appointed and PT Support for learning which Mrs Miranda Johnston was appointed to.

This session whilst Mr Jo Hill was seconded as HT Miss Sarah Work covered the full-term allowing continuity for the class.

Mr Steve Miller was seconded as English as a Second Language teacher and his post was filled by Mrs Jenna Johnston and Mrs Julie Muir.

Mrs Guthrie left to take up another career and Mrs Johnston took over her position.

We have worked hard to be as consistent as we can be with staff to cover the vacancies leading to little disruption for our learners.

All pupils can access weekly lessons taught by specialist Art, Music and PE teachers. We have a strong team of music instructors working with children. Opportunities to access specialist Drama provision are also provided.

Our pupils are supported in their learning by a dedicated team of support staff. We have two janitors, three office staff, six auxiliaries and ten support for learning assistants. Our support for learning allocation has been topped up using Pupil Equity Funding. (PEF) See our School Development Plan 2019 – 2020 PEF plan

This year has been like no other. It was with sorrow and concern that the doors of Papdale closed on the 20th March as schools were instructed to by the First Minister of Scotland as a result of the Coronavirus Pandemic.

Our dedicated team of staff worked extremely hard to create a Virtual online school environment for the pupils and within a very short period of time they created a space for learning to continue. Our parent body have been extremely supportive and have worked with the school to ensure that the learning offer was accessible and as parent friendly as possible. A number of pupils prefer this learning environment, however paper copies of work was also posted to a number of families.

Our school hosted the East Mainland Keyworker Hub. Many staff from our school worked hard to support the hub working with children each day on a rolling rota. This was supplemented by a team from across the other Mainland schools.

Our pupils also have done their best to adapt to the strange times they find themselves in. We were impressed with the levels of pupil engagement. Whole school topics helped families work and play together. The Expressive Arts team ran a very successful Peedie Orkney Olympics.

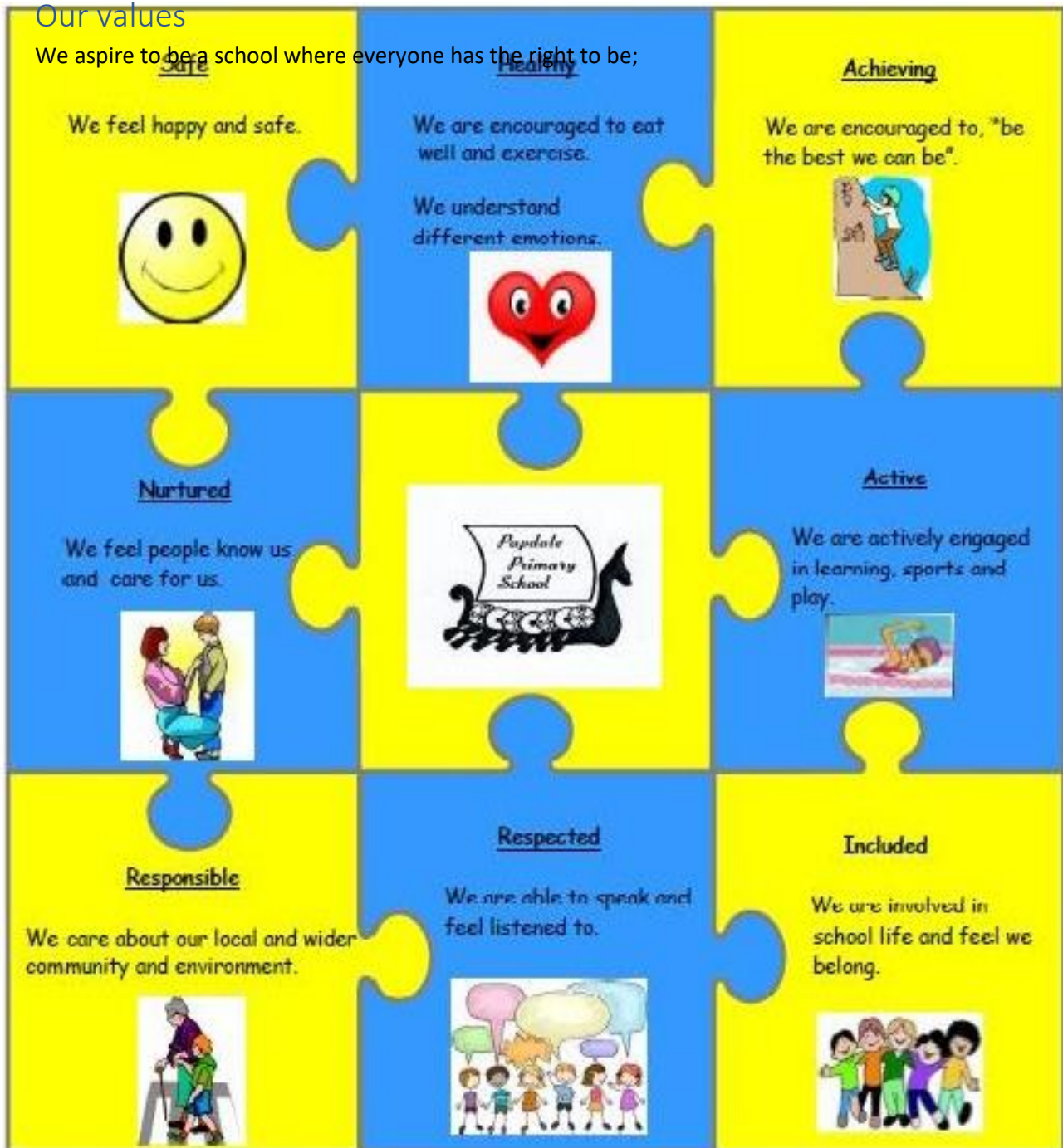
This report focuses on the work undertaken in school up to the 20th March 2020.

Our vision

Working together to be the best we can be. Never has this vision been so important to us as work together for our Papdale Family.

Our values

We aspire to be a school where everyone has the right to be;



Our Aims

We aim to enable our children to become

- ✓ Confident individuals – We matter.
- ✓ Successful Learners – We can do our best.
- ✓ Responsible Learners – We care.
- ✓ Effective Contributors – We play our part.

Our Curriculum Rationale

To establish a strong sustainable community for Orkney's future, our curriculum will provide opportunities for:

- All children and young people to become happy, healthy, and resilient
- All children to develop skills to succeed in an ever-changing world and become successful learners, confident individuals, effective contributors, and responsible citizens

We want the children at our school to:

- Be happy, healthy, and resilient
- Be literate and numerate
- Experience a broad range of learning opportunities across the curriculum
- Experience success and achieve aspirations
- Show respect and tolerance and care for others
- Take an active role in the life of the school and the wider community
- Understand Orkney's unique location, culture, and history to promote a sense of belonging
- Have an understanding and awareness of the wider world
- Develop a variety of skills to meet the demands of learning, life and work and make positive future life choices.

Our identified priorities for session 2019 – 2020

- To ensure high quality learning experiences for all children in the school.
- To develop high quality play-based learning experiences in P1.
- To raise attainment in literacy across the school with a focus on writing.
- To better engage with families to participate in the life of their child's learning.
- To improve the outcomes of our most vulnerable children through a whole school nurturing approach to education.

Review of progress session 2019 – until March 2020

Priority One

<p>Priority One: To ensure high quality learning experiences for all our children and to improve attainment in literacy with a particular focus on writing across the school and reading P1, P4, - P7</p>	
<p>NIF Priority:</p>	<p>How good is our school indicators 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>NIF Driver: 6 Performance information</p>	
<p>Data / evidence that informs this priority (June 2019) We noted a significant dip in attainment in writing across the school. Although data had been collected, we wanted to ensure that our data was robust. We identified groups of pupils who were not achieving. We identified the need to begin to close the poverty related attainment gap.</p>	
<p>Expected outcome/ targets:</p> <p>Writing Targets Increase attainment levels in writing in P1 by 5%, P4 by 5% and P7 by 4%</p> <ul style="list-style-type: none"> • 75% of pupils in P1/ P4/ P7 to achieved at or above the appropriate level by June 2020. • 80% of pupils in P1 /P4/P7 to achieve at or above the appropriate level by June 2021. • 85% of in P1 /P4/P7 to achieve at or above the appropriate level by June 2022. <p>Reading Targets To increase reading attainment in P1 by 10%. To increase reading attainment in P4 by 5%. To improve the attainment by 10% To increase reading attainment in P6 by 10%. Based on predicted trends for this cohort to increase reading attainment in P7 by 15%. To improve reading attainment in P4- P7 to ensure that 85% of pupils are achieving or exceeding their level.</p>	
<p>PEF funded project: £6000 new reading scheme- Oxford Project X for P4 – P7 pupils</p>	
<p>Progress and Impact:</p> <p><i>These results are taken from predicted results in Jan. Due to the Covid-19 pandemic we are concerned that these results at this current time of writing (June 2020) will be lower but they form a basis of what academic success should look like for these pupils.</i></p> <p>Writing Targets</p> <ul style="list-style-type: none"> • P1 79% of pupils were expected to achieve at or exceed the expected level. • P4 75% of pupils were expected to achieve at or exceed the expected level. • P6 81% of pupils were expected to achieve at or exceed the expected level. • P7 75% of pupils were expected to achieve at or exceed the expected level. <p>The whole school were involved with moderation with another Primary school and Kirkwall Grammar School English teachers. This work supported teacher professional judgements and helped staff to feel confident in regards to the place of the benchmarks to use within assessment of pupils levels.</p>	

All children were expected to participate in daily writing, children's enjoyment, and freedom with which they wrote increased.

As part of the new approaches to learning in Primary 1, staff carefully planned writing opportunities across all three learning spaces. This gave the children the opportunity to write for a purpose within meaningful play contexts, whilst giving opportunities for personalisation and choice. Through observations children were seen to be confident in having a go at writing and were increasingly able to use their knowledge of sounds and letters to help them.

Towards the end of this session our part-time Early Years Lead Practitioner began to be re-established in her role in Primary 1, helping to support small targeted groups of children. These children worked to develop their fine motor and phonological awareness skills. This supported children to make developmentally appropriate progress, with them then being predicted to achieve Early Level by June.

The school adopted and revisited the concepts VCOP (vocabulary, Connectives, Openers and Punctuation) , this was blended with a variety of methods of delivery which best suited the different classes, up levelling of work was a key component which staff looked at work with pupils.

Additional Support for Learning Input: Julie Muir worked with groups of identified pupils, this work gave pupils more confidence and supported them to move to the next level.

Reading Targets

- P1 85% of pupils were expected to achieve at or exceed the expected level.
- P4 80% of pupils were expected to achieve at or exceed the expected level.
- P5 86% of pupils were expected to achieve or exceed the expected level.
- P6 87% of pupils were expected to achieve or exceed the expected level.
- P7 86% of pupils were expected to achieve or exceed the expected level.

We were on track to meet our target for P1. Approaches to storytelling and story creating have led to children being more able and confident in retelling stories, sharing their own thoughts and ideas through play. There were targeted teaching and learning opportunities focusing on early reading skills, including matching and phonological awareness, which enabled children to develop their understanding of sounds, letters and words. Use of non-fiction texts related to children's interests led to them being motivated to read for a purpose and to develop their skills in finding and using information.

Staff professional learning on literacy through play that had been planned for Term 4 has been unable to take place. It will be important that these approaches continue to be developed and

that their impact is tracked regularly to ensure children are making expected progress. Recent staff CPD on how to use SNSA data diagnostically should also be used to support this.

We were on track to exceed our targets for P5-7. Our P4 cohort had made significant progress and were achieving slightly better than indications from the Scottish National Standardised Assessments suggested however this is a cohort which we will need to support carefully over the next academic year.

The purchase of the Project X reading scheme made a significant impact to the P4 and P5 classes. To achieve this teachers in P4 and P5 worked together to create consistency within reading lessons, at P5 staff created cross class reading groups to target support. Children enjoy reading the Project X books and are eager to discuss the texts in small groups which has led to an increase in children reading for enjoyment.

Teachers report that their confidence has increased as clear assessments included with Project X resources have helped teachers make more accurate professional judgements coupled with the new reading structure which gathers more robust evidence. Teacher report that their confidence has increased to make made it easier for teachers to say whether a child has achieved a level or not. This has led to an increase in attainment as teacher confidence has grown.

Additional support provided: Michele Dufort provided extension work in Term 2 to support the implementation of the new scheme within the P5 cohort. Dyslexic intervention strategies were implemented in P6 and P7. Michelle Dufort provided additional support for a targeted a group of P7 pupils.

Next Steps:

- We will need to sensitively assess pupils progress and to consider the impact that the break in learning will have on pupil attainment.
- Professional learning for P1 staff on literacy through play approaches.
- Regular tracking and monitoring of reading at P1, including diagnostic use of SNSA results.
- Senior Leadership Team to consider the impact and deployment of support for learning staff to aid pupil attainment.
- Identify pupils in P5 who may need additional nurturing and support within reading. Looking at using synthetic phonics approach.
- Identify groups in P6 and P7 who will benefit from the Project X structured approach to reading.
- Continue moderate reading levels within school and across schools.
- Evaluate Project X books with children.

Priority Two

Priority Two: To introduce continuous reporting of learning to parents.	
NIF Priority:	How good is our school indicators.
NIF Drivers 4 Assessment of children’s progress	2.3 Learning, teaching and assessment
Data/ evidence that informs this priority (June 2019) Parents over the past year have liked using the Seesaw app to be very useful to support their knowledge of what learning their children have been undertaking in class. Not all parents find the end of term reports as useful to give a clear picture of pupils learning.	
Expected outcome/ targets:	
To provide parents with current robust feedback about pupils progress. To improve our communication with parents and better engage parents in their child’s learning journey. To engage 98% of the parent population in pupil learning.	
PEF Funded project: £900 to fund the Learning Journal Platform. Parent Council Spend of £6000 to purchase an ipad for each classroom teacher and itinerant staff order to upload material to the platform	
Progress and Impact:	
Learning Journals This platform was chosen due to the links that could be made to the Experiences and Outcomes of the curriculum giving a clear structure for reporting to parents. The platform has taken some time for staff to become familiar with. There were a number of difficulties to parental engagement but almost all parents have signed up to Learning Journals, those that do not have an online journal have a jotter. Communication with parents about pupils learning has increased across the school. Regular times were scheduled for reporting progress. However this led to an element of inflexibility which we would like to adjust next year. A few parents have begun to successfully access the wider achievement aspect of Learning Journals. This has helped us to see the wider picture of the children’s lives and helps us better understand the pupils. Limited impact on parents some parents are not engaging with the platform. Some parents have not understood that this is the main reporting framework. Whilst there are glitches in the system staff agreed to continue this platform as they had in the main begun to understand how the platform works. During Lock down some families have used the wider achievement part of learning journals to engage with school learning.	

We have increased parental engagement with pupils learning, however this has occurred on a variety of platforms, TEAMS, one class used seesaw, emails and learning journals. Other parents have received home learning packs with the same class work as online.

An end of year report was created but this was not sent out this year.

Next Steps:

To consult further with the wider parent community regarding the end of year reporting statement.

To review the use of Learning Journals in light of staff and parental engagement.

To ensure that staff capture learning moments over the year which is not restricted as to when to report on the different areas of the curriculum.

To continue to develop electronic reporting mechanisms and for staff to grow in confidence in use.

To create a final end of year report which meets statutory requirements.

Priority Three

Priority Three: To improve the outcomes of our most vulnerable children with a whole school nurturing approach to education.

NIF Priority:

How good is our school indicators.

NIF Drivers: 5 School Improvement

3.1 Ensuring wellbeing, equality and inclusion

Data/ evidence that informs this priority (June 2019)

There are several children who are currently taught out with their mainstream class. Additionally, there are a number of children who find it difficult to engage socially. We would like to ensure that there are consistent expectations from all staff within the school day. We would like to build on last year's Relational Approaches work.

Expected outcome/ targets:

For a targeted group of pupils currently with 70% attendance to increase this by 10% to become 80% attendance by June 2020 for a targeted number of pupils. At the same time increase the length of time engaged in learning from a 1 or 2 on the Leuven Scale of Engagement to 3 or 4.

To improve equity of access to opportunities and experiences both in and out of class.

All pupils to feel included and valued as part of the Papdale School Family, which ensures that everyone in the school has a shared approach to a relationship policy

PEF Funded project: £64,770

Progress and Impact:

Attendance Officer:

The shared HomeLink officer has ensured the pupils with attendance below 90% are telephoned and support sought. We noted that pupil attendance increased because of the letters and the telephone contact of the officer. Some family support was also provided by the officer which helped pupils maintain better attendance. There was also better understanding of the reasons behind low attendance. The attendance in March however as the Covid crisis began shows higher rates of absence.

Support for Learning PT:

PEF funding was used in part to support the Role of PT Support for learning. The impact on this has been better co-ordination of support for pupils with significant support needs, whilst pupils have been on shorter timetables the quality of interactions improved. The PT has led training for all support staff leading to better sharing of information about pupils, and a better understanding of pupils. The PT has worked hard to create an alternative provision for pupils and this is leading to lower stressed levels for pupils.

Support for Learning Assistants:

The support for learning assistants ensured that pupils were kept safe. They worked hard to promote a solution focused restorative approach. The support staff have worked extremely flexibly with the pupils, which has led to strong bonds and relationships being made. The staff have ensured that learning has not only taken place in school, but in the local library, shops, and outdoors.

During this time of lockdown, the staff have continued to engage with these pupils.

Boxall Assessment:

Teachers, Support Assistants and nurture staff completed online Boxall Profiles for all pupils already supported by SfLAs and those attending the nurture room, the Pit Stop. Staff engaged well with Boxall profiling; they found it easy to use and felt it supported professional dialogue about a pupil's needs. Teaching staff systematically identified children who they thought would benefit from nurture sessions. The nurture group lead developed teaching and learning from the profile results and using Beyond Boxall resources and activity ideas. Teaching staff and the nurture group lead communicated well, and pupils' successes in the group were shared in class. This three-way relationship has developed even more during lockdown as class teachers have commented and participated on the Pit Stop virtual learning space. Follow-up Boxall profiles were due to take place in Term 4 but have not yet been done.

Impact of nurture sessions - secure space and significant relationships seem to be the most important benefit. Most of our attenders have additional support needs, such as ASD. The nurture

room suits them because of the small quiet space; consistent staffing, clear routines and supportive visuals. There is no clear evidence that the forensic nature of Boxall is effective or useful for these pupils. It would be useful to track progress of other pupils with social emotional and behavioural difficulties, using Boxall. Cathy Lyner (Educational Psychologist) is currently working on the idea of supporting neuro-diverse pupils rather than looking for individual labels. In the same way, nurture group activities support the principal needs of all pupils with attachment difficulties.

The P7 nurture group worked well as a transition for one pupil to re-engage with his class and for the group to prepare for S1. Another pupil opted to leave the group as he felt it made him different. Two pupils had been bordering on being non-attenders and were extremely unhappy in school. After two terms of nurture sessions, they were happy to come into school, and were much more confident and engaged. Pupils from the P4-6 Group move between class and group well. They return to the Pit Stop when they find things in the day difficult. They would struggle to make the transition from the group completely. It would be important to maintain key relationships, continue with lunch club and soft start time in Pit Stop; and work on coping strategies and identifying the skills they have developed and can transfer to the classroom. The P1 group has benefitted from practising turn-taking, table skills, sharing space and resources. Soft-start sessions also had a positive impact for many pupils, along with close relationships and regular contact with parents.

Relationships Policy and Training:

All staff participated in Pivotal Training this training was developed from the work of Paul Dix in his book "When the Adults Change".

We have created a Relationships Policy which builds on nurturing and restorative approaches. Staff, pupils and parents all reported that they knew the 3 school rules. Parents and pupils liked many aspects of the system which recognised positive behaviours. Everyone in the school family is clear on our school rules.

Staff liked the scripts to help support pupils behaviour. This has led to better relationship building when dealing with problems between children. Staff are also more confident to know how to support a child who is having difficulties managing their behaviour.

The whole staff have reviewed the policy in June 2020, moving forward we have increased the amount of ways in which we can praise pupils, and found better strategies so that teachers can hold restorative conversations with pupils.

Next Step:

- To ensure that the wellbeing of the whole school family is supported as the school makes the transition back after Lockdown. Ensuring that our school continues to be a nurturing environment for all.
- To ensure that the PT post becomes a fulltime permanent post.
- To involve pupils in the construction of rewards.
- To continue to develop restorative approaches.

Priority Four

<p>Priority Four: To develop the learning experiences of pupils in P1 to create an environment which promotes curiosity to learn and explore the world around them building on what they have done in nursery, thereby building connections in their learning.</p>	
<p>NIF Priority:</p> <p>NIF Drivers: 5 School Improvement</p>	<p>How good is our school indicators.</p> <p>2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>Data/ evidence that informs this priority (June 2019)</p> <p>Our data has shown us that that attainment levels in P1 are not as high as local and national results. This may be due to the accuracy of our data. However, we have noted better pupil engagement as a result of the learning through play strategy and after further research believe that developing a play based approach to learning will lead to higher attainment levels across the curriculum. We have also had the opportunity to relocate our P1 space and further develop links with the Nursery to develop continuity and progression across the Early Level. This space would lend itself to this approach.</p>	
<p>Expected outcome/ targets:</p> <p>To raise attainment levels as noted in Priority 1.</p> <p>To improve our learning and teaching approaches in P1, changing the learning environment to provide opportunities for explorative learning whilst promoting play-based learning based on provocation and curiosity.</p>	
<p>PEF Funded project: £4700</p>	
<p>Progress and Impact:</p> <p><i>These results are taken from predicted results in Jan. Due to the Covid-19 pandemic we are concerned that these results at this current time of writing (June 2020) will be lower but they form a basis of what academic success should look like for these pupils.</i></p> <p>P1 Data</p> <ul style="list-style-type: none"> • Reading 85% of P1 pupils were expected to achieve at or exceed the expected level • Writing 79% of P1 pupils were expected to achieve at or exceed the expected level • Listening and Talking 86% of P1 pupils were expected to achieve at or exceed the expected level • Maths 92% of P1 pupils were expected to achieve at or exceed the expected level <p>This is an increase of 3% in Reading, 5% in Writing, 4% in Listening and Talking and 3% in maths from 2018-19. SNSA data suggests that children are performing slightly below the national average in literacy and in line with the national average in maths. 8% of pupils are achieving above</p>	

average in literacy. We continue to perform more strongly in the area of numeracy with 13% of learner achieving above average scores in Numeracy.

Environment:

Staff have worked to transform the Primary 1 learning environment. We have moved from brightly coloured displays and tabletop play activities to neutral play spaces with natural, interesting, and open-ended provocations and resources. Play zones have been carefully designed, with consideration given to how spaces connect and link to each other. Furniture and furnishings were used creatively to define spaces. Opportunities for literacy and numeracy were planned for throughout all spaces. Spaces were set up to offer 'continuous provision'. This enabled children to follow their interests and to build on prior learning, enabling them to make connections. Right from the beginning of Term 1 children were observed using mathematical language and investigating higher order concepts that previously would not have been seen until much later in the year. This allowed children to be challenged and extended in their learning and play, following their interests. Teacher's use of prompts alongside open-ended materials has given the children the opportunity to explore and investigate, developing their learning in creative ways.

Children have been able to move across the three learning spaces, with teachers taking responsibility for delivering different core aspects of the curriculum. This has enabled the children to develop relationships across the cohort and with a wider staff team. It has also enabled staff to develop more in-depth knowledge of their specialist curricular area, leading to richer learning experiences.

Transitions between the spaces interrupted the flow of the day. This increased the number of transitions which were difficult for some children to manage. It also impacted on learning time. The move to a more open plan learning space next session will enable these transitions to be removed, and the children will be able to move freely and feel more settled with less interruptions.

Labelling of materials needs to be further developed to ensure children are independent and that they are encouraged to take responsibility for looking after and tidying away resources.

Engagement of pupils:

Children have been motivated to engage with the learning experiences. In interdisciplinary learning, staff responded to children's evolving interests. Children shaped the direction of the learning and were actively involved in developing the learning environment and experiences that enabled them to further develop these lines of interest.

Prompts were planned for alongside interesting play provocations to allow for deeper exploration and discovery. These prompts also promoted the children's understanding and use of the language of learning/subject specific vocabulary.

Further consideration needs to be given to how play progresses and experiences change to enable children to become more independent in how they plan for play and to ensure there continues to be effective challenge and progression e.g. through play planners and challenge tasks.

Staff have begun to explore how child led methods of recording and documenting learning can be used to evidence and plan for learning through play. These have given the children a sense of ownership of their learning. They have also provided an opportunity for children and staff to discuss and reflect on learning together and look ahead to the path the learning might take. Careful consideration should be given to how these approaches can become embedded into day to day practice and what staff training needs to be undertaken to support this.

Feedback from parental questionnaires and focus groups has shown that most children are motivated and enjoy their learning at school. Several parents have commented that the learning environment is more inviting than in previous years. Parents feel that a key strength is how the staff team work together.

“Going to the other classes. There’s an element of excitement and also all the engaging activities”

“Loves all the learning and very keen to learn”

“I was really impressed on the open day. There is so much to do and so much flexibility for each child to play with something they like. It felt like a really warm, friendly, caring setting.”

“Peer learning, play based activities and the new P1 set up of different teachers made the most impact on my child’s learning. The latter has really translated well in an online context with all P1 staff contributing to the learning and her familiarity with you all is really obvious.”

“P1 this year at Papdale and the way it’s organised is taking giant strides in creating an environment which promotes curiosity to learn and explore the world. Moving between the different rooms and not sitting at desks ensures continuity from Nursery and play-based learning approach is really positive too.”

“Seeing my child at home, it’s clear that the learning through play approach suits him very well. He definitely prefers learning through doing than learning in a paper-based way.”

“I think that this p1 this year has surpassed my expectations. Credit to the five wonderful teachers for their enthusiasm, warmth and ability to engage with the children.”

Staff Development:

Staff have engaged in ongoing professional reflection of the Primary 1 development. Whilst this took away from some collegiate planning time, it enabled staff to work together to develop a more cohesive working model.

Staff have engaged in professional learning focusing on play pedagogies. This has helped to develop staff’s understanding of the theory and rationale behind play-based learning and has been used to further develop approaches e.g. Plan Do Review

Opportunities for staff to work together in a more collegiate way to plan, develop and share practice would be beneficial, leading to higher quality experiences for the children. Approaches to streamline communication methods to cut down on workload should also be considered.

Next Steps

- Transition into the old Nursery space as the new P1 learning space.
- To work within the new Covid 19 guidelines to ensure an interesting, exciting learning environment which at the same time ensure that cross contamination measures are kept.
- Focus on developing approaches to literacy through play, using this as a driver to raise attainment in reading, writing and listening and talking.
- Develop new Primary 1 learning environment as one space with literacy and numeracy embedded throughout. Ensure flow to the day. Review all transitions and remove any that are not absolutely necessary
- Further develop inclusive environment and approaches – communication checklist/use of visuals/quiet spaces/reduced sensory stimuli
- Develop staff's understanding of play progression to provide appropriate challenge e.g. play planners and 'challenge tasks'. Develop use of Plan-Do-Review.
- Develop understanding of the adult's role in play, including interaction techniques and use of observations. Develop approaches to documenting learning.
- Protect Early Years Lead Practitioner time as much as possible to enable targeted intervention to continue. Further develop this role in supporting play.
- Develop approaches to planning and collegiate working. Streamline communication methods to tackle workload.

What is our capacity for continuous improvement?

National Improvement quality indicators.

Following a variety of self-evaluation activities which involved staff and the wider school community we have judged ourselves as follows:

Quality Indicator	School Self-evaluation	Inspection evaluation
1.3 Leadership for change	Good	
2.3 Learning Teaching and Assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

Development Priorities for session 2020 – 2021

- To promote our Papdale Primary School's Family Health and Wellbeing.
- To ensure that pupils have a smooth transition back to school given current physical distancing.
- To ensure our vulnerable children have the support which they need.
- To ensure that pupils are enabled to achieve the best attainment levels which they can and ensure that the equity and attainment gap is narrowed.
- To continue to develop the learning experiences of pupils in P1 to create an environment which promotes curiosity to learn and explore the world around them building on what they have done in nursery, thereby building connections in their learning.