

2020-  
2021



# Papdale Primary School Standards and Quality Report 2020-2021



2020-2021

THIS REPORT PROVIDES AN ANNUAL STATEMENT OF THE PROGRESS WE  
HAVE MADE AGAINST OUR SCHOOL IMPROVEMENT PLAN.

PAPDALE PRIMARY SCHOOL | Willow Road Kirkwall



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## Context

Papdale Primary School is situated in the heart of Orkney's main town, Kirkwall. The catchment area of the school is the houses to the east of Junction Road. Our school is primarily an urban catchment with a mix of private and rented properties. A small percentage of our pupils live in St Ola on the outskirts of the town.

During the academic session of 2020-2021, 454 pupils attended the school, and 94 pupils regularly attended the nursery; we had 17 classes, 2 of which were composited.

The senior leadership team comprises of Head Teacher Mrs Wendy S Bowen, Depute Heads, Mrs Michele Dufort with responsibility for P4-7 and Mrs Amy MacCracken with responsibility for P1-3. Mr Kevin Balfour is the school's business manager. Mrs Miranda Johnson is our Principal Teacher of Support for Learning. Mr Darren Peace is our Principal Teacher with responsibility for Early Years. Our nursery manager is Miss Caroline Easton.

This session the P1 department moved into the old nursery space and the infant department of the school was transformed into a nursery which can hold over 100 children.

All pupils can access weekly lessons taught by specialist Art, Music and PE teachers. We have a strong team of music instructors who provide cello, violin, brass, and woodwind tuition.

Our pupils are supported in their learning by a dedicated team of support staff. We have two janitors, three office staff. This year we welcomed two new staff members to the school office.

Six auxiliaries and ten support for learning assistants provide tailored support to pupils. We pay for additional support for learning staff through the Pupils Equity Fund (PEF)

Covid-19 has once more caused significant disruption to our school life, we have closely followed national guidance to keep staff, pupils and families safe, copies of our handbooks are available on the school website. Pupils have remained in small class bubbles, meeting only one other class outside. School breaks are staggered to ensure less pupils are in the school hall and less staff access the staffroom. Music lessons until May did not allow singing, PE lessons have, in the main, been outside; music tuition was limited but restarted early March. Drama has not taken place this year. Movement around the school has been restricted with pupils remaining in their classes to undertake lessons, we slowly began to reintroduce movement to art and music classes in May.

Pupils suffered a significant disruption to their learning from December until March/April due to schools being closed. We successfully ran our Virtual Papdale School. During this time, the school was open to key workers' children and the school identified families who needed further support and on average 80 pupils attended school each day. Parents have been very supportive of this, and we have received positive feedback from them during our recent school survey.

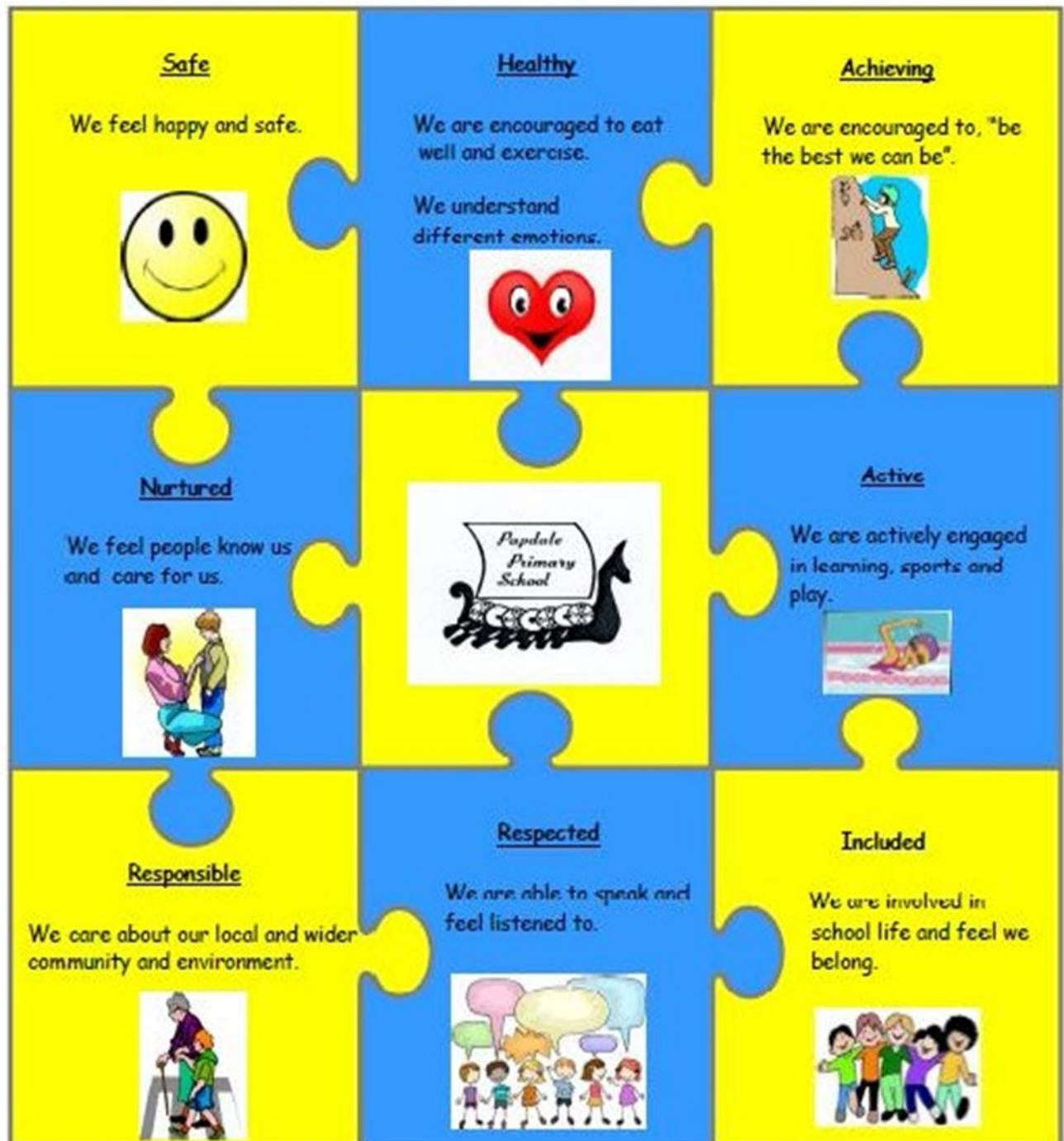
The Head Teacher has since lockdown done a short weekly video message, at its peak 3000 views are made for each post. The average viewing is between 300 and 500 followers a week. Both the parents and the wider community have appreciated these videos and has helped to ensure that Papdale school is connected both to the children and families at this uncertain time. The video message was entitled, "Goss from the Boss" by a parent and the name has stuck.

## 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 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.



## Review of progress session 2020 – 2021

### Priority One

<b>Priority One:</b> 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.	
<b>National Improvement Framework Driver: 3</b> <b>Parental Engagement</b>	<b>How good is our school indicator:</b> <b>3.1 Improving wellbeing, equality and inclusion</b> <b>2.4 Personalised Support</b> <b>2.6 Transitions</b>
<b>Data/evidence that informs this priority June 2020</b> Pupils have had 16 weeks away from school due to the Covid closures from March – July 2020. Children have been learning at home through the medium of Papdale virtual school. We need to be able to support the children, the families, and the staff team for a return to school (initially planned only for August / but again in March 2021) ensuring a safe secure environment.	
<b>Expected outcome/ targets</b> <ol style="list-style-type: none"> <li>1. Pupils will feel safe and able to attend school. Pupils, "All about me" sent out to all families 22 June 2020</li> <li>2. To have a planned transitional return to school.</li> <li>3. All staff to come to school feeling safe to do so.</li> <li>4. Whole school, to be able to talk about emotions, and be able to identify strategies to support emotional regulation. All children to have strategies to deal with other children socially. For all children to be able to know that learning is difficult and what to do when this is so. Aug-Dec main school focus.</li> <li>5. To have an improved transition package for our vulnerable pupils and their parents.</li> <li>6. To ensure that pupils with attendance of 90% and below are supported to return to school.</li> </ol>	
<b>PEF Funding:</b> £1500 Home support worker £35,000 Support for learning staff	
<b>Progress and Impact:</b> <ol style="list-style-type: none"> <li>1. Pupils participated in a Health and Wellbeing survey in August and again in March following the school closures. This identified where staff needed to target support. We have noted that the older children are less positive about reporting any concerns to an adult. They also do not like being chosen to do things in school. These children in the survey appear very self-conscious. Staff in P6 and P7 have been working on building this confidence over the year within their classes. Across the year groups pupils report that they feel safe in school and have friends.            School handbooks have been created to ensure that parents had a clear understanding of the expectations of the school during this time. The Head Teacher, "Goss from the Boss" alerted parents both within Facebook and from within the school website to changes occurring to guidance. Families have reported that the information supplied allayed fears and helped to know what to do at each stage of the crisis.</li> </ol>	

2. Pupils attended one full day with a third of their class before returning to school as a whole class in August 2020. This allowed the opportunity for class teachers to better know their new classes and provided a quieter environment for children to experience prior to the whole school returning. Tracking meetings to consider pupils ability noted that staff were more confident in knowing where the children may be in their learning because of this time. Pupils arriving to school from 8.45am have allowed for quiet calm morning starts. Smaller break and lunch time groups with more supervision has supported all pupils in the playground, we would wish to retain a sense of playground zoning but with 2 years groups to a zone next session. Pupils for a time had to eat lunch in their classrooms due to the hall being used by the nursery, many pupils liked this experience as the classrooms were quieter than the large hall.
3. Whole staff handbooks and clear procedures were created for staff working in the school, whole school surveys in September, October and April gave an average rating of 4/5 on how safe they felt the Covid precautions made them feel. Staff reported that they felt that safety precautions had been well managed by the school management team. All staff returned to school following the closures and procedures were put in place to manage staff who were at higher risk. Staff found that handwashing has taken up significant periods of time this year, impacting on class teaching time. New ways of working in P2 were required for staff to manage a soft start with pupils.
4. At the start of term in August, the whole school undertook a colours theme. During this time many classes discussed the emotions monster and the colours of regulation within this, this work has been built on. Support staff have attended training and have begun to introduce children to the zones of regulation. This allows children to name an emotion that they are feeling through a colour. This has successfully allowed children to describe the emotions they are feeling. Many classes undertook daily check in boards, and through registration time offered pupils a chance to talk to staff. We will need to continue to bring consistency of approach to using the zones or the 5-point scale next year to avoid confusion for pupils.
5. Transition meetings have enabled families and the school to work together to provide support for vulnerable children. This has helped to reduce pupils' anxiety and stress levels. There were positive signs with pupils engaging in learning, participating in class, or undertaking tailored activities both in the school grounds and in children's homes.

A family room has been created and two support for learning staff have created a safe welcoming area which allows a base for pupils who attend the school on limited timetables. Use has been made of the Outdoor Learning team, and pupils were able to access a programme of activities with them which included bushcraft. We had 100% engagement during these sessions. Work continues to provide resourcing for this area as a few pupils remain on very short, timetabled times. Communication logs and chronologies have been created for pupils this has allowed staff to better share information about pupils and has helped us to identify patterns and trends which is helping us better support families. We continue to work closely with the multiagency team around the school.

6. A closer look at attendance levels this year led to pupils with lower attendance in school being asked to join the hub in January. As a result, we have seen improved attendance rates for the targeted children. The home link officer continues to support with home visits to support families to engage with the school. The children have developed good relationships with the officer. We have not met our target set this year for attendance but will continue to develop robust systems for early intervention.

7. As a result of our ongoing work with Health and Wellbeing we have been awarded for the second year Flagship School Status with Jigsaw.

**Next steps:**

1. The school needs to work more on the area of respected and responsible with children. Build on the pivotal pillars and re-engage with relentless routines, positive postcards and phone calls. Develop the buddy system – COVID dependent. Continue to build on the strong communication channels created during the lockdown, such as the “Goss from the boss”.
2. Smaller playground zones with less children and identified areas for children to play have better supported all children, we will move to having identified areas for P1, P2/3, P4/5, P6/7. Staggered breaks and lunch times will continue as pupils report that they prefer the quieter hall.
3. To consider the aspects of COVID working that have supported pupils’ learning better, such as less movement both in and out of class and better use of technology.
4. To develop either zones of regulation or the 5-point scale as our emotions scale and for the whole school to adopt the same scale.
5. Continue to tailor support for pupils, draw on the lessons learned from the transition meetings and build on this good practice. Embed use of chronologies, the new child’s plan format and communication logs with all members of staff. Build in time into the working time agreement to support ASN planning and development amongst the whole school.
6. Continue to fund from PEF the home link officer to support pupils with low attendance, organise regular attendance meetings with families who are at risk of dropping in attendance.
7. The school will adopt the revised and updated edition of Jigsaw to lead our Health and Wellbeing programme.



## Priority Two

<b>Priority Two:</b> To ensure that pupils are able to achieve the best attainment levels which they can and ensure that the equity and attainment gap is narrowed.	
<b>National Improvement Framework Driver:</b> Performance Information  Assessment of children's progress.	<b>How good is our school indicator:</b>  3.2 Raising attainment and achievement
<b>Data/ evidence that informs this priority June 2020</b>  Our attainment data suggested before the start of lockdown 2020 that we were on track to meet most of the attainment targets in March 2020. We need to ensure that we identify and reduce any gaps in attainment but be aware of the levels which pupils were capable of achieving.	
<b>Expected outcome/ targets</b> <ol style="list-style-type: none"> <li><b>Writing</b> To continue to build on the work begun last year within writing to ensure that we achieve our Pre-Covid target of 75% of pupils in P1/P4/P7 to achieve at or above the appropriate level by June 2021. 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.</li> <li>Pupils at targeted stages will be able to access a synthetic approach to phonic development. Pupils to have a progression pathway of learning within synthetic phonics. Identified groups of pupils will increase their reading and spelling ability.</li> <li><b>Reading:</b> To ensure that the attainment and achievement levels of P4-7 Reading are maintained so that 85% of all pupils attain or exceed expected levels.</li> <li><b>Listening and talking:</b> to ensure that 90% of pupils at P1, P4, and P7 achieve or exceed expected levels of attainment.</li> <li><b>Maths and Numeracy:</b> To ensure that 80% of pupils achieve at or above the expected level in Maths in P1, P4 and P7. Maintaining the level of achievement at P1, at P4 and increasing the level of attainment by 2% in P7.</li> </ol>	
<b>PEF Funding:</b>  £4840 Sounds Write training  £3770 purchase of 10 sets of Phonics Books and Dandelion Launchers and worksheet handbooks for teachers	
<b>Progress and Impact:</b>  The two periods of school closures have significantly impacted our targets for pupils. Our data tracking information tells us that the greatest impact has been felt by our current P2 and P3 pupils, these pupils have missed a significant period of time where the foundations of learning should have been laid, the attainment levels in these classes have a significant dip.  Teachers noted that the significant input of Sounds Write funded by the additional COVID money enabled several pupils to engage in learning and to raise their attainment levels. We now have a clear progression pathway for learning from P1-3, this will have to be adjusted over the next 2 years with the timing of the introduction of the programme for some pupils and the fact that we have	

been had to teach pupils with learning gaps. Staff noticed that pupils in P1 – P3 through a series of tests have made progress in their reading and spelling ages since March, we ascribe the increases to Sounds Write. However, this programme has only been fully running with pupils in class since March and further data will need to be collected to identify the full impact of the programme.

We noticed that pupils with significant family support have at times done better than expected. Pupils who were asked to attend the hub have benefited from this time, due to smaller class sizes. Sadly, we have not closed the equity attainment gap for many of our learners, who continue to do less well.

Staff have used standardised assessments alongside professional judgement to award pupils levels, we notice the pupil in P5-7 who were on exceeding their levels have not made the gains in learning which we would have hoped and believe that the school closures have impacted on this.

P1 have done well to regain lost learning and numeracy remains an area of strength. We have noted improved levels of confidence in P1 pupils during writing. This is due to staff leading 2 focused writing sessions a week, and daily Sounds Write lessons. P1 have benefited from all staff being trained in the Sounds Write approach to support them with phonics and online lessons provided an opportunity for families to keep the learning going during lockdown.

P2-3 are our areas of most concern, being impacted most by loss of foundational learning, we have provided targeted intervention to these groups of pupils in the form of additional Sounds Write reading instruction and targeted maths groups using additional funding provided by the Covid-19 recovery fund, we will continue to provide additional support to this group next session.

P4 pupils continue to be strongest in numeracy and listening and talking. We have provided targeted groups of pupils with daily Sounds Write lessons with the support for learning teacher. This has improved pupils ability in these areas but some pupils continue to not meet their miles stones. Additional support for learning teacher support will be given next session to this group of pupils.

P5/6 pupils have suffered the least impact of lockdown. P5 pupils continue to find writing an area of weakness and we intend to develop high quality sentences and paragraphs next session to enhance pupil confidence, which will build into more extended pieces of writing. P6 pupils benefited from some video lessons, due to the maths lessons being very instructional pupils made good progress with their learning and have begun to expand on the learning which took place during lockdown, by applying the skills they have learned. P6 pupils will undertake some standardised assessments to help staff to best understand any learning gaps prior to entry to P7 after the summer.

P7 have continued to attain the expected targets, this cohort of pupils had strong attainment levels in P1 and we could see that P6 this cohort were on track to meet all the targets set. This year group has met all the attainment targets which were set for this year. However, we believe that pupils confidence has been impacted with lockdown, and many children have found the social and emotional strain of this time hard as was seen in the Health and Wellbeing survey given to pupils in March. We also note that the number of pupils who were on track to exceed their expected level has plateaued this year, we believe that the time away from school is a significant factor.

The following table shows the pupils who have achieved or exceeded their level this year. We have several pupils within each year group who we believe with the correct interventions should be on track to achieve the level by Christmas. These learners are closely monitored within the school's tracking system.

Curriculum area	P1	P2	P3	P4	P5	P6	P7
Percentage total of children who achieved the level.							
Reading	76%	64%	65%	69%	73%	68%	91%
Writing	76%	55%	52%	66%	67%	72%	86%
Listening and Talking	90%	85%	87%	77%	85%	84%	95%
Numeracy	82%	61%	60%	71%	82%	74%	83%

**Next steps: Please note that the year groups described will be the year groups which pupils will move into next session. Thus, P2 is the current P1 cohort (June 2021)**

1. Our target for next year will be to raise attainment levels in writing across the school in each year group to ensure that at least 75% of pupils will achieve the level expected for their stage. This means that the following increases will be needed.

- 5% in P2
- 10% in P3
- 10% in P4
- 6% in P5
- 2% in P6
- 7% in P7

We will do this by creating a robust writing framework focusing on high quality sentences and paragraph construction, and through the embedding of the Sounds Write Phonics programme, Talk for Writing and the Foundations of writing programme.

2. To continue to embed the Sounds Write Programme P1-4 in order to continue to see Reading levels increase. Our target for next year will be to ensure that 85% of pupils in P1 and 2 will achieve the level, 75% of pupils from P3-7 will achieve the level. This will mean an increase of;

- 9% in P1
- 9% in P2
- 11% in P3
- 10% in P4
- 6% in P5
- 2% in P6
- 7% in P7

We will do this by increasing pace and challenge in P1 and P2, Sounds Write interventions will begin earlier, all staff will be trained in this intervention at this stage. Covid-19 support will be targeted at P3 and P4 next session. All P4 teaching staff will be trained in Sounds Write Interventions. Additional phonics reading materials will be purchased to supplement the scheme

3. **Reading:** To ensure pupils identified at risk of not attaining the levels will be identified early and support provided to ensure the attainment gap is reduced. (See attainment targets above) Support for learning staff will provide additional support for pupils in P5-7. Dyslexia identification will be increased, and staff will work within a Dyslexia friendly school approach.
4. **Listening and Talking:** To increase listening and talking levels across all classes ensuring that 90% of all children in every class attain the levels they should.
  - 5% in P3
  - 3% in P4

- 13% in P5
- 5% in P6
- 6% in P7

5. **Numeracy:** To raise numeracy attainment in P3-4 by 15% by providing additional Covid support for these classes. At all school levels staff to participate in moderation of numeracy. A working group of staff to create a robust planning framework for maths.

## Priority Three

<b>Priority Three:</b> 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.	
<b>National Improvement Framework Driver:</b>  School Improvement	<b>How good is our school indicator:</b>  2.4 Personalised Support  2.6 Transitions
<b>Data/ evidence that informs this priority June 2020</b>  Our attainment data from March 2020 supports the play-based approach taken as it had begun to impact positively on pupil attainment levels. We move to another building which will require us to finesse our approach to learning through play but we will at this time also have to work within the constraints of Covid-19.	
<b>Expected outcome/ targets</b> <ol style="list-style-type: none"> <li>1. To develop the transition experience for children moving from Nursery to P1 to promote continuity in learning.</li> <li>2. To improve our learning and teaching approaches in P1, developing the new learning environment to provide opportunities for explorative learning whilst promoting play-based learning based on provocation and curiosity.</li> <li>3. Develop Communication Environment for all children, in particular those with Communication and Language support needs.</li> <li>4. Develop approaches to planning and collegiate working. Streamline Communication methods to tackle staff workload.</li> </ol>	
<b>PEF Funding:</b>  None – Sounds Write training provided to all P1 staff including Early Years Worker Early Intervention	
<b>Progress and Impact:</b> <ol style="list-style-type: none"> <li>1. Learning spaces and experiences in August mirrored those of the Nursery, including reflecting interests of groups of pupils. Positive comments, which reflected continuity in experience, were received from Nursery staff. Children moved up to P1 in their Nursery Key Groups, and to a familiar space. This promoted continuity and reduced anxiety for children and parents as they returned to school following a period of lockdown. A staggered start to the day, with a closer drop off point, has supported the smooth transition. Use of transition booklets and videos made as much predictable for the children as possible. Children referred to these in the setting, helping them to feel a sense of connection. All About Me sheets and Hopes and Dreams Stars enabled staff to talk with the children about who was important to them, further aiding the development of positive relationships. Nursery staff were available to support the transition during the first week, where children attended on a phased start in smaller numbers, which further helped to ensure continuity. Parents have engaged well with our closed Facebook group, which was initially set up to aid transition, regularly leaving comments and feedback on posts made by staff members. Particular appreciation was shown by parents for posts in the first few days of their child starting P1, due to the restrictions in place which prevented the usual face to face interactions between staff and parents. For children who required more bespoke transition arrangements, staff worked</li> </ol>	



closely with Nursery staff and parents prior to the summer holidays, to understand the children's needs and ensure appropriate strategies/provision were in place. The impact of this was positively reflected in Child's Plan meetings.

2. Due to COVID restrictions P1 has operated as 3 separate bubbles, instead of an open plan space. This has benefitted children who respond well to routine and consistency. New furniture has promoted independence and ensured materials are accessible. Open ended materials and loose parts are used throughout the learning space. 'Setting out' rather than 'setting up' has enabled children to have ownership over how they use the materials, promoting creativity. It has been challenging to effectively manage a quality play based approach within current staffing levels, whilst ensuring learning and behavioural needs are met. The open plan nature of the setting has also meant that quiet learning/focus time e.g. for Sounds Write has had to be co-ordinated across the classes. During September/October staff noted that some children were not effectively engaged in learning and changes to structure of the day and more varied learning approaches were introduced. Following a second period of lockdown, Depute Head Teacher time was prioritised to Primary 2 and 3 from January – May. Our Early Years Lead Practitioner (2 days/week) has been fully reinstated this session to her Early Intervention role, effectively supporting small groups and individuals in Literacy and Numeracy.
3. Boardmaker symbols and 'Label Pics' have been used to support visuals for key routines e.g. start/end of day, tidying up, visual timetable. Children have been able to make connections between visuals e.g. red = P1B, and their comments have reflected a sense of belonging and a familiarity with those used in nursery. Bespoke checklists, visuals and social stories have been used to support individual children where appropriate, reducing anxiety and promoting independence in transitions. Child's Plan review meetings have positively reflected the impact of these, with some parents using the resources to support identified areas at home too.
4. In October discussion and planning occurred with the P1 team and the P1 timetable was adjusted to ensure that carouselling of activities occurred in the morning to promote high quality learning opportunities, and for learning through play sessions to occur in the afternoon so that staff could better facilitate the learning experiences. This year staff have planned together and have shared the workload of resourcing. Broad overarching themes are identified whilst allowing staff to still be responsive to the needs of children in their individual classes. For staff working between classes e.g. Principal Teacher/McCrone cover, this shared focus has helped to ensure continuity of learning for the children. Use of communication logs/chronologies have streamlined communication.

#### Next steps:

1. Consideration to be given next session on how to best set up classes where children join together from multiple feeder settings to ensure best learning groups. Continue to ensure early transition planning meetings are in place for children who require a more bespoke transition. Consideration of time and resourcing to have space ready at the end of term for the new cohort of children starting. More staff visits to Nursery throughout year would enable staff and children to build relationships earlier. It would also promote opportunities for staff to share and develop practice across the Early Level.
2. Further consideration to be given to the structure and management of the day. Further reflection and discussion around how play and provision may develop across the year to ensure effective pace and challenge. Further develop understanding and application of continuous provision model. Small, achievable, shared steps for change - Teaching Sprints approach. Further engagement with Realising the Ambition and other relevant professional

reading to inform and develop practice. Review lunch times for P1 to maximise learning.

3. Revisit relentless routines to ensure high standards. Agree key routines across year group to promote continuity in expectations for the children. Further develop use of visuals. Use of 'Circle Document for Inclusive Learning and Collaborative Working' to inform and develop practice. Further work to be undertaken with identified families to develop understanding and use of visuals at home, linking with Pupil Support team.
4. Further development of collegiate sessions with a focus on sharing learning/skills/interests observed to enable staff to work together to further develop provision in a child led way. Involve Early Years Lead Practitioner in collegiate development meetings. Further consider ways to share workload/planning to reduce staff workload. Consideration to continue to be given to the balance of Literacy and Numeracy across the week. Planning formats to be developed.

## 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 2021-2022

- To improve outcomes for all our pupils through the development of a nurturing schools approach.
- To raise attainment in reading and writing P1-7. To increase attainment in numeracy in P2-3. And to identify and our attainment gap and improve outcomes for our most vulnerable children in literacy and numeracy.