



# **Papdale Primary School**

## **Standards and Quality Report**

**2021-22**

**and**

## **School Improvement Plan**

**2022-23.**

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## Standards and Quality Report 2021-22.

### The context of the school:

Papdale Primary School is situated in the heart of Orkney's main town, Kirkwall. The school and nursery serve the east and central part of Kirkwall and the surrounding parish of St Ola. Our school is primarily an urban catchment with a mix of private and rented properties. Most children live in areas within the Scottish Index of Multiple Deprivation (SIMD) 7, 8 and 9. Just over 10% of the school population receive Free School Meals (FSM). During the academic session of 2020-2021, 446 pupils attended the school. We had 17 classes – an 18<sup>th</sup> was created using COVID recovery teacher funding.

We had a number of changes to our Senior Leadership Team, which has included a new Business Manager and one Depute has gone on secondment.

We were hit with two waves of COVID in November and March both resulting in class closures. During this time, we had significantly high levels of absence, both staff and pupils. When class closures occurred, we deployed our 'Virtual Papdale School'.

In partnership with the Parent Council, we opened a 'Book Neuk', and purchased more books which are diverse and provide equality for readers. To engage partners who help to support our families, we ran a Wellbeing and Learning Fair.

#### Vision:

**Learning and working together  
to be the best we can be.**

#### 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.

#### Values:



#### 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.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Have an understanding and awareness of the wider world.</li><li>• Develop a variety of skills to meet the demands of learning, life and work and make positive future life choices.</li></ul> |
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## How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

<b>School Improvement Priority 1:</b> To improve outcomes for all our pupils through the development of a 'Nurturing Schools' Approach'.			
<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
Staff and pupils will all know what is meant by the UNCRC, and that we apply articles 2, 3, 6, and 12 conventions to our daily school life.	October In-Service day – staff awareness of the rights was raised. <ul style="list-style-type: none"> <li>Reviewed the questions asked of pupils prior to child plan meetings.</li> <li>Talking Mats were used to support pupils to share their views.</li> <li>Older children were encouraged to attend Child's Plan meetings.</li> <li>SFLA trained to lead on talking mats.</li> </ul>	<ul style="list-style-type: none"> <li>Staff awareness of conventions has been raised.</li> <li>Staff applying article 12 Voice of the child to more situations.</li> <li>Voice of children who can be reluctant to speak have been heard.</li> <li>Children who attended meetings reported that they had found it a positive experience and felt they had felt listened to.</li> </ul>	<ul style="list-style-type: none"> <li>Develop work with the pupils on their understanding of their rights.</li> <li>Commit to using Talking Mats for all children with a Child's Plan, including doing a specifically developed Mat at transition times.</li> </ul>
Focus on the Autonomy profile of the Glasgow, Motivation Health and Wellbeing Profile (GMWP) will increase to over 30 points in P5/6 and P7. This will be an increase of 3 points in P7.  To achieve 30 and above P5 and P6.	<ul style="list-style-type: none"> <li>Pupils were tested on the GMWP.</li> <li>Class teachers and SLT reviewed the results.</li> <li>Pupils with low scores had discussions with class teachers and support was put in place where needed.</li> <li>Introduced Jigsaw 2<sup>nd</sup> Edition throughout the school.</li> </ul> 'Papdale Voices' was restarted and worked on Global goals.	<ul style="list-style-type: none"> <li>P7 Autonomy scores increased to 31.</li> <li>P6 scores dipped from 30 to 29.</li> <li>P5 scored 33.</li> <li>P4 scored 34 for being the most positive year group in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Re-issue the survey next year to track pupils' progress (Sep 2022).</li> <li>Use survey to target support for pupils with low scores.</li> </ul>

23 pupils with average attendance of less than 90% to increase attendance by 5% by December 2021.	<ul style="list-style-type: none"> <li>• Monthly attendance checks were carried out monitoring trends.</li> <li>• Home link officer contacted families and supported children to attend school.</li> <li>• Walking bus provided support for children to attend school.</li> <li>• Class teachers linked with families.</li> <li>• SLT contacted families with concerns.</li> <li>• Team around the child meetings were called for some families.</li> <li>• Children Reporter referrals were made.</li> <li>• Referrals made to 'i-school'.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance across the school was significantly affected by COVID.</li> <li>• 42% of pupils have less than 90% attendance.</li> <li>• Out of the targeted 23 pupils 43% of have increased their attendance, 17% moved away, 39% decreased as a result of COVID illness.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor attendance levels.</li> <li>• Make monthly interventions through a phone call to parents/carers where attendance falls below 90%.</li> <li>• Support anxiety-related absence by reviewing learning environment and inclusive practice to ensure it meets the needs of the child.</li> <li>• Signpost parents to resources to support their child with anxiety and consider a referral for Let's Introduce Anxiety Management (LIAM) sessions and Home Link Worker involvement.</li> </ul>
All pupils will be able to verbalise their emotions and use appropriate strategies to regulate their emotions.	<ul style="list-style-type: none"> <li>• Inservice day in Aug/Oct we considered our reactions to children's emotions and how we could equip ourselves to be unprovokable in other words not to be frustrated or annoyed by the big emotions the children at times can experience.</li> <li>• All staff introduced to the Zones of Regulation and all classes introduced to the framework.</li> <li>• Learning and Wellbeing fair (May 2022) display to promote Zones of Regulation to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• All most all pupils can talk about their emotions within the colours.</li> <li>• Staff wear lanyard zones cards to help children visualise their emotions.</li> <li>• Pupils are becoming equipped to deal with and recognise a range of emotions.</li> <li>• The fair offered an opportunity for staff to talk to parents about the Zones.</li> <li>• Zones cards and other resources were sent home to families who requested them.</li> </ul>	<ul style="list-style-type: none"> <li>• Run Parent Workshops to ensure that they understand the Zones.</li> <li>• All classes to have continuity with this approach.</li> <li>• All staff continue to model the language and approaches.</li> <li>• Training extended to playground staff, Expressive Arts staff &amp; kitchen staff.</li> </ul>

<p>A calm, low arousal school environment where staff take a restorative approach to pupils who are struggling to cope will be the result of consistently applying the relationship policy.</p>	<ul style="list-style-type: none"> <li>• Playground zones are maintained.</li> <li>• Lunch time remains staggered with consideration given to the year groups who are out in the playground at the same time.</li> <li>• Positive postcards and positive phone calls were re-introduced.</li> <li>• The supervised nurturing space called the “Workshop” has break and lunch time targeted groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive response to football problems in the playground were resolved by the Active Schools staff.</li> <li>• Pupils created a football charter which was shared with all at a school assembly. This led to greater understanding of the rules.</li> <li>• Reduced numbers of children are finding the playground less difficult to manage.</li> <li>• Targeted approach to lunch and break club led to the creation of a calm environment for pupils.</li> <li>• Structured playground games are organised by support staff.</li> <li>• Example: for one pupil, a reduction of serious incidents from 4 on average per month to 0 so far in June with the pupil now successfully spending social and learning time with his peers daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure approaches are consistently used.</li> <li>• Build on work of the football charter with other opportunities for pupil voice next year.</li> </ul>
<p>Every child who needs a Child’s Plan and chronology has one opened.</p>	<ul style="list-style-type: none"> <li>• All care experienced pupils identified, and plans opened.</li> <li>• Pupil need was prioritised through consultation with class teachers, and ‘ragged’: <ul style="list-style-type: none"> <li>○ Red - those needing immediate support.</li> <li>○ Amber – Young carers that were identified, some support required.</li> <li>○ Green – catch up call only required.</li> </ul> </li> <li>• Chronologies were opened using</li> </ul>	<ul style="list-style-type: none"> <li>• All care experienced pupils have a plan.</li> <li>• Professionals around the children have a clear understanding of their need and the actions needed.</li> <li>• Chronologies provide significant and useful information about the lives of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the quiet zone in playground to benefit a wider group of pupils – include pupils’ views in how this should be developed.</li> <li>• Re-launch friendship benches in wider playground.</li> <li>• Train pupil mediators for restorative approaches to conflict resolution.</li> <li>• Re-introduce P1 buddy system.</li> <li>• Ensure all information is migrated</li> </ul>

	the OIC framework.		to SEEMiS and every member of teaching staff can record a pastoral note.
<p>To ensure that a targeted group of pupils who are unable to attend school full time have a tailored programme allowing them access to education.</p> <p>22 pupils with targeted support to be enabled to engage with learning in class, supporting the children emotionally and to move the children from unlikely to achieve to be able to achieve with support levels in literacy and numeracy.</p>	<ul style="list-style-type: none"> <li>• Support Staff from the 'Family Room' given planning time.</li> <li>• Variety of partners engaged: <ul style="list-style-type: none"> <li>○ CLD partners.</li> <li>○ Active Schools Inclusion Officer.</li> <li>○ Early Years Team.</li> <li>○ Outdoor Education.</li> </ul> </li> <li>• Staff were deployed to work with targeted pupils.</li> <li>• Some support staff have been trained in Sounds Write to provided additional support in Reading and Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme of flexible learning pathways allowed all pupils not in full time education to link with the school on at least 2 occasions a week.</li> <li>• 22 pupils were targeted, enabling them to engage in learning within a class environment.</li> <li>• Almost all pupils have regularly engaged with their classes for short periods of time.</li> <li>• Reduced number of pupils worked in a smaller, supported environment than in previous year.</li> <li>• 10 pupils achieved Dynamic Youth Awards and 3 pupils achieved Hi-5 Awards.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexible learning pathways to allow more non-attenders to engage with school, working with the Local Authority.</li> <li>• Introduce CIRCLE Framework to ensure more children can engage in class learning.</li> </ul>



<p>Families will be better able to support their children by having a variety of skills such as IT and be able to know and access benefits they are entitled to.</p>	<ul style="list-style-type: none"> <li>• Not actioned due to COVID restrictions.</li> <li>• In partnership with the Parent Council a one-day wellbeing and learning fair on the 4<sup>th</sup> of May 2022 was held.</li> <li>• Over 24 agencies attended.</li> <li>• Two members of SLT attended 'Money Counts' webinar – awareness-raising on types of poverty and indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Families now work with Social Security Staff in school to complete benefit forms.</li> <li>• Agencies more aware of each other and able to put families in touch with different agencies.</li> <li>• Families made aware of the many people who can help them in Orkney.</li> <li>• SLT awareness of organisations and resources available to support families has been raised.</li> <li>• SLT trained on how to start a financial conversation with open questions.</li> <li>• Joined the Poverty Alliance for further resources and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Use PEF funding to provide more support to work with our partners in CLD to provide more family learning opportunities and promote employability skills.</li> <li>• Rerun the Wellbeing and Learning Fair in September 2022.</li> <li>• Order the information leaflets and posters and leave at reception. Ensure all key staff, including office staff have a reference poster.</li> </ul>
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## School improvement priority 2:

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.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:																																													
<p><b>Writing:</b> 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:</p> <ul style="list-style-type: none"><li>• 5% in P2.</li><li>• 10% in P3.</li><li>• 10% in P4.</li><li>• 6% in P5.</li><li>• 2% in P6.</li><li>• 7% in P7.</li></ul>	<ul style="list-style-type: none"><li>• August onwards P1 used Foundations of writing 2x per week.</li><li>• P1 started Sounds Write at the beginning of term 1.</li><li>• P2 and P3 staff trained in Talk for Writing and began to employ the pedagogy in Oct 2021.</li><li>• P4 staff involved in the moderation of writing across the local authority.</li><li>• P5-7 have participated in 'Writing Revolution'.</li><li>• Whole school focus on story writing for World Book Day – competition judged by the Parent Council.</li><li>• 8-week project for targeted pupils in P5-6 linked to the Selkie Rescue from Sanday.</li><li>• P5-6 took over the Peedie Orcadian in June.</li><li>• COVID support money was used to split P4 class into 3 smaller classes.</li><li>• COVID support money provided additional support to P3 where there had been a significant dip in attainment and targeted several pupils.</li></ul>	<ul style="list-style-type: none"><li>• All year groups have increased the expected standard except for P2.</li><li>• P1, P4 and P7 have exceeded the 75% target.</li><li>• Increased numbers of pupils at all stages have achieved the expected standard for their age.</li><li>• Based on the 2021 data, for P1, the current P2 has experienced a dip in attainment.</li></ul> <p><b>Writing:</b></p> <table><tr><th>Year Group:</th><th>20/21 Levels:</th><th>Year Group:</th><th>21/22 Levels:</th><th>Increase/Decrease:</th></tr><tr><td></td><td></td><td>P1:</td><td>86%</td><td></td></tr><tr><td>P1:</td><td>77%</td><td>P2:</td><td>67%</td><td>-10%</td></tr><tr><td>P2:</td><td>55%</td><td>P3:</td><td>67%</td><td>12%</td></tr><tr><td>P3:</td><td>52%</td><td>P4:</td><td>68%</td><td>16%</td></tr><tr><td>P4:</td><td>68%</td><td>P5:</td><td>84%</td><td>16%</td></tr><tr><td>P5:</td><td>67%</td><td>P6:</td><td>69%</td><td>2%</td></tr><tr><td>P6:</td><td>72%</td><td>P7:</td><td>80%</td><td>8%</td></tr><tr><td>P7:</td><td>85%</td><td></td><td></td><td>-5%</td></tr></table> <ul style="list-style-type: none"><li>• Parallel Spelling test recorded that no pupils in P1 are below their chronological age in spelling.</li><li>• 29% of P1 pupils are one year or more above their chronological spelling.</li><li>• 25% of P2 pupils are a year or more above</li></ul>	Year Group:	20/21 Levels:	Year Group:	21/22 Levels:	Increase/Decrease:			P1:	86%		P1:	77%	P2:	67%	-10%	P2:	55%	P3:	67%	12%	P3:	52%	P4:	68%	16%	P4:	68%	P5:	84%	16%	P5:	67%	P6:	69%	2%	P6:	72%	P7:	80%	8%	P7:	85%			-5%	<ul style="list-style-type: none"><li>• Further develop staff confidence to provide rich writing experiences.</li><li>• Embed 'Writing Revolution' P4-P7.</li><li>• Ensure clear progression and planning in writing.</li><li>• Ensure that Talk for Writing is embedded.</li><li>• Provide a variety of genres and contexts to write in P2 and P3.</li></ul>
Year Group:	20/21 Levels:	Year Group:	21/22 Levels:	Increase/Decrease:																																												
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		<p>their chronological spelling age.</p> <ul style="list-style-type: none"><li>• 6% of pupils have not achieved the level expected for their age.</li><li>• P5 and P6 were extremely proud to have their work published in the Peedie Orcadian.</li></ul>																																														
<p><b>Reading levels:</b></p> <ul style="list-style-type: none"><li>• To ensure that 85% of pupils in P1 and 2 will achieve the level</li><li>• 75% of pupils from P3-7 will achieve the level.</li></ul>	<ul style="list-style-type: none"><li>• All P1-4 staff are Sounds Write trained.</li><li>• Sounds Write is used daily in all classes.</li><li>• Phonological reading books purchased and are in daily use.</li><li>• DHTS provided additional support in reading pupils.</li><li>• 'Reading Eggs' subscriptions were purchased and targeted support for pupils with dyslexia.</li><li>• Parent Council funded £1200 of books for the library- purchased books focused on equality and diversity.</li><li>• Parent Council promoted family reading during World Book Week</li><li>• Book Neuk for keeping or exchanging books was set up.</li><li>• Parent Council organised a reading stars challenge.</li><li>• COVID recovery teachers focused on literacy and numeracy support.</li><li>• Unable to move forward with our dyslexia policy or meet our targets due to absences arising from COVID.</li></ul>	<p>Reading levels have increased this year:</p> <ul style="list-style-type: none"><li>• P1 have exceeded the target of 85%</li><li>• P2 have not achieved the target of 85%</li><li>• Pupils in P3-7 have achieved or exceeded the target set.</li></ul> <p><b>Reading:</b></p> <table><tr><th colspan="2">Year Group 20/21 Levels:</th><th colspan="2">Year Group 21/22 Levels:</th><th>Increase / Decrease:</th></tr><tr><td></td><td></td><td>P1:</td><td>86%</td><td></td></tr><tr><td>P1:</td><td>77%</td><td>P2:</td><td>78%</td><td>1%</td></tr><tr><td>P2:</td><td>64%</td><td>P3:</td><td>71%</td><td>7%</td></tr><tr><td>P3:</td><td>63%</td><td>P4:</td><td>75%</td><td>12%</td></tr><tr><td>P4:</td><td>71%</td><td>P5:</td><td>80%</td><td>9%</td></tr><tr><td>P5:</td><td>73%</td><td>P6:</td><td>76%</td><td>3%</td></tr><tr><td>P6:</td><td>68%</td><td>P7:</td><td>92%</td><td>24%</td></tr><tr><td>P7:</td><td>90%</td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>• Parent Council has noted an increase in conversations with children and families around reading and books</li><li>• Children appeared to show more interest in books and reading at home</li><li>• Book Neuk and new library books are already loved and have increased the children's choice and range of books</li></ul>	Year Group 20/21 Levels:		Year Group 21/22 Levels:		Increase / Decrease:			P1:	86%		P1:	77%	P2:	78%	1%	P2:	64%	P3:	71%	7%	P3:	63%	P4:	75%	12%	P4:	71%	P5:	80%	9%	P5:	73%	P6:	76%	3%	P6:	68%	P7:	92%	24%	P7:	90%				<ul style="list-style-type: none"><li>• SFLT to create a Dyslexia Policy for the school which provides clear guidance on the assessment of Dyslexia and identifiable next steps for the class teacher, parents and pupils.</li><li>• Continue to work with pupils to encourage positive reading experiences.</li><li>• Continue to ensure staff are Sounds-Write Trained.</li><li>• Introduce P5 staff to Sounds Write training.</li></ul>
Year Group 20/21 Levels:		Year Group 21/22 Levels:		Increase / Decrease:																																												
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		<ul style="list-style-type: none"><li>Prizes of rosettes, book vouchers and signed copies of books have been positively received by children and families.</li></ul>																																														
<p><b>Listening and Talking:</b> To increase listening and talking levels across all classes ensuring that 90% of all children in every class attain the levels.</p>	<ul style="list-style-type: none"><li>During our tracking meetings we looked at our biases towards pupils and refocused on the use of the benchmarks.</li></ul>	<ul style="list-style-type: none"><li>P1, P5 and P7 have exceeded the target of 90%.</li><li>P2 and P3 have decreased.</li><li>P5 and P7 have made the most significant gain in attainment.</li></ul> <p><b>Listening and Talking:</b></p> <table><tr><th>Year Group:</th><th>20/21 Levels:</th><th>Year Group:</th><th>21/22 Levels:</th><th>Increase/ Decrease:</th></tr><tr><td></td><td></td><td>P1:</td><td>95%</td><td></td></tr><tr><td>P1:</td><td>90%</td><td>P2:</td><td>89%</td><td>-1%</td></tr><tr><td>P2:</td><td>85%</td><td>P3:</td><td>83%</td><td>-2%</td></tr><tr><td>P3:</td><td>87%</td><td>P4:</td><td>89%</td><td>2%</td></tr><tr><td>P4:</td><td>78%</td><td>P5:</td><td>91%</td><td>13%</td></tr><tr><td>P5:</td><td>85%</td><td>P6:</td><td>86%</td><td>1%</td></tr><tr><td>P6:</td><td>84%</td><td>P7:</td><td>97%</td><td>13%</td></tr><tr><td>P7:</td><td>94%</td><td></td><td></td><td></td></tr></table>	Year Group:	20/21 Levels:	Year Group:	21/22 Levels:	Increase/ Decrease:			P1:	95%		P1:	90%	P2:	89%	-1%	P2:	85%	P3:	83%	-2%	P3:	87%	P4:	89%	2%	P4:	78%	P5:	91%	13%	P5:	85%	P6:	86%	1%	P6:	84%	P7:	97%	13%	P7:	94%				<ul style="list-style-type: none"><li>Participate in Local Authority priority for raising attainment in listening and talking.</li><li>Create a whole school progression for Listening and talking.</li></ul>
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<p><b>Numeracy:</b></p> <ul style="list-style-type: none"><li>To raise attainment in numeracy P3 from 61% in P2 to 75% in P3</li><li>To raise attainment in numeracy for P4 from 60% in P3 to 75% in P4</li></ul>	<ul style="list-style-type: none"><li>Additional support for learning was targeted at P3 and P4</li><li>COVID recovery money has funded this support for 1.6fte teacher time.</li><li>Working group established to look at maths planning and teaching across the school.</li><li>Maths amnesty of resources held and resources organised.</li></ul>	<ul style="list-style-type: none"><li>Numeracy remains an area of strength, however we note the number of pupils who exceed in this area is less than in reading.</li><li>All classes have exceeded target of 75%</li></ul> <p><b>Maths</b></p> <table><tr><th>Year Group:</th><th>20/21 Levels:</th><th>Year Group:</th><th>21/22 Levels:</th><th>Increase/Decrease:</th></tr><tr><td></td><td></td><td>P1:</td><td>93%</td><td></td></tr><tr><td>P1:</td><td>84%</td><td>P2:</td><td>76%</td><td>-8%</td></tr></table>	Year Group:	20/21 Levels:	Year Group:	21/22 Levels:	Increase/Decrease:			P1:	93%		P1:	84%	P2:	76%	-8%	<ul style="list-style-type: none"><li>Ensure there is a clear maths plan for teachers to follow.</li><li>Ensure here is pace and challenge in maths lessons.</li><li>Increase the numbers of pupils who exceed in this area.</li></ul>																														
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		P5:	82%	P6:	79%	-3%	
		P6:	74%	P7:	85%	11%	
		P7:	82%				

## School Improvement Plan 2022-23.

Summary of key improvement priorities for 2022-23:	
Priority 1:	To raise attainment and achievement, all teachers will have a shared understanding of what high quality learning and teaching is, leading to consistent practice across the school.
Priority 2:	To ensure that pupils are able to articulate their views and feelings.

How will we know if we are achieving our key improvement priorities?
We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:
<ul style="list-style-type: none"><li>• Review and progress discussed at staff meetings.</li><li>• Surveys (learners and parent/carer).</li><li>• Focus groups.</li><li>• Learning and teaching observations.</li><li>• Data analysis (using the BGE toolkit and securing children's progress tracking tool).</li><li>• Self-evaluation using HGIOS4, HGIOURS.</li></ul>

## School improvement priority 1:

Learning and Wellbeing.

To raise attainment and achievement, all teachers will have a shared understanding of what high quality learning and teaching is, leading to consistent practice across the school.

### Data/evidence that informs this priority:

- Attainment levels have increased, however there is an impact on the structures and routines in our learning environments stemming from the way we have had to teach during COVID.
- During lesson observation it became apparent that there is a lack of consistency in learning and teaching approaches across the school.
- There have been fewer occasions for teachers to meet to share best practice, leading to lack of understanding of the core teaching progression pathways.
- Lesson observations identified that some classes needed to improve their pace and challenge for learners.
- A recent recovery visit by Education Scotland and our own self-evaluation identified that we need to create consistency between classes.

### NIF Key Drivers: Teacher Professionalism.

### HGIOS4 QIs: 2.3 Learning, Teaching, Assessment 3.2 Raising attainment and achievement.

Outcomes for learners:	Actions / Approaches / Interventions:				PEF:	Measures:	Impact:																																								
<p>All pupils will experience high quality learning and teaching in key curriculum area leading to raised attainment, engagement and achievement of our school targets. See tables below for the targets in core curriculum areas.</p> <p><b>Reading:</b></p> <table><tr><td colspan="2">21/22 Levels:</td><td colspan="2">22/23 Target:</td><td>Increase:</td></tr><tr><td></td><td></td><td><b>P1:</b></td><td><b>86%</b></td><td></td></tr><tr><td><b>P1:</b></td><td>86%</td><td>P2:</td><td>88%</td><td><b>2%</b></td></tr><tr><td>P2:</td><td>78%</td><td>P3:</td><td>84%</td><td>6%</td></tr><tr><td>P3:</td><td>71%</td><td>P4:</td><td>75%</td><td>4%</td></tr><tr><td>P4:</td><td>75%</td><td>P5:</td><td>79%</td><td>4%</td></tr><tr><td>P5:</td><td>80%</td><td>P6:</td><td>85%</td><td>5%</td></tr><tr><td>P6:</td><td>76%</td><td>P7:</td><td>80%</td><td>6%</td></tr></table>	21/22 Levels:		22/23 Target:		Increase:			<b>P1:</b>	<b>86%</b>		<b>P1:</b>	86%	P2:	88%	<b>2%</b>	P2:	78%	P3:	84%	6%	P3:	71%	P4:	75%	4%	P4:	75%	P5:	79%	4%	P5:	80%	P6:	85%	5%	P6:	76%	P7:	80%	6%	<p><b>Literacy:</b></p> <ul style="list-style-type: none"><li>• Embed Sounds Write P1-P4.</li><li>• Introduce training in P5-P7. 8 members of staff to be trained this year. (PEF Funding).</li><li>• Embed work on the 'Writing Revolution'. Introduce the 'Writing Revolution' to P4. (Michele Dufort).</li><li>• Work with P1-3 to ensure a variety of genres is established.</li><li>• P3 staff to work on high quality sentence construction.</li><li>• P1-7 Literacy Working group to be established – Michele Dufort – enquiry question to be created and enquiry to be carried out.</li></ul> <p>4 x working groups + 1 session to feedback to the whole school.</p>				<p>PEF funding Sounds-Write Training:</p> <p>8 @£450 = £3600 plus 12x full days' supply.</p> <p>Visible learning books: funded PEF 20 @ £23.99 = £479.80.</p>	<ul style="list-style-type: none"><li>• Number of staff trained in Sounds-Write.</li><li>• Parallel Spelling test.</li><li>• Daily use of Sounds-Write P1-5.</li><li>• Support groups will use Sounds-Write interventions.</li><li>• Application of Sounds-Write it evident in all classes.</li><li>• Meeting our writing targets in writing.</li><li>• High quality assessments of writing show demonstrate pupil application on sentence construction in P3.</li><li>• John Hatties – Inspired</li></ul>	
21/22 Levels:		22/23 Target:		Increase:																																											
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P6:	76%	P7:	80%	6%																																											

P7:	92%			
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**Writing:**

21/22 Levels:		22/23 Target:		Increases:
		<b>P1:</b>	<b>86%</b>	
<b>P1:</b>	86%	P2:	<b>86%</b>	<b>0</b>
P2:	67%	P3:	73%	6%
P3:	67%	P4:	73%	6%
P4:	68%	P5:	73%	5%
P5:	84%	P6:	90%	6%
P6:	69%	P7:	75%	6%
P7:	80%			

### Maths:

21/22 Levels:		22/23 Target:		Increases:
		P1:	93%	
P1:	93%	P2:	93%	0
P2:	76%	P3:	80%	4%
P3:	79%	P4:	85%	6%
P4:	84%	P5:	87%	3%
P5:	83%	P6:	87%	4%
P6:	79%	P7:	86%	7%
P7:	85%			

### Effective teaching and learning project:

The baseline assessment will establish action research next steps which will improve learner engagement and participation to 95% by June 2023.

- Dyslexia policy to be created and 10 pupils suspected of dyslexia will be assessed. (Support for learning teacher).
- **High Quality Learning lesson framework.**
- In-Service Day Launch – Aug 2022.
- Staff and SFLA set the scene – Video Why teachers matter? WES.
- Baseline task – by 25<sup>th</sup> Aug Thurs meet to discuss – next steps Action Plans.
- Staff to work in small Action Research Groups to identify key elements of lesson structure (clear start, flow, pace and challenge, feedback and summative interpretation) to set targets improvement.
- 30<sup>th</sup> Aug Tues – Establish groups and process Prepare / Sprint / Review.
- 1<sup>st</sup> Nov (Tues) Review Sprint and establish next steps for action.
- 24<sup>h</sup> Jan (Tues) Review Sprint actions and establish next steps.
- 7<sup>th</sup> March (Thurs) Review Sprint actions and establish next steps.
- 18<sup>th</sup> May (Thurs) – Rounds up and evaluation – Academic Poster A3 / A2 describes action research.

We intend to raise attainment in maths through participating in the

- and Passionate Teachers scale – administered to – children and teachers.
- Baseline assessment looking at features of high-quality learning in Aug / Sep and will return to this in April 2023.
  - Teachers will have a direct focus on improvement steps relating to high quality learning and teaching in their classrooms and an opportunity to reflect with colleagues on their progress and next steps.
  - Number of staff who have completed the 'Circle Resource' online training.
  - Number of staff planning with the 'Circle Resource'.
  - Class observations by the SLT and peer observation show consistent high quality learning environments and lessons reflecting the Hatties scale and the CIRCLE Inclusive Classroom Scale (CICS).
  - Teachers' planning will take account and reflect pupils' interests, views and opinions.
  - BGE toolkit.



<p>100% of class teachers will use the Circle resources to ensure well organised inclusive learning environments within their classes.</p> <p>By engaging or leading professional learning staff will develop a stronger sense of collective efficacy enabling improved practise in the classroom and higher learner engagement.</p> <p><b>Listening and Talking:</b></p> <table border="1"> <tr> <th colspan="2">21/22 Levels:</th><th colspan="2">22/23 Target:</th><th>Increase:</th></tr> <tr> <td></td><td></td><td><b>P1:</b></td><td><b>95%</b></td><td></td></tr> <tr> <td><b>P1:</b></td><td>95%</td><td>P2:</td><td><b>97%</b></td><td><b>2%</b></td></tr> <tr> <td>P2:</td><td>89%</td><td>P3:</td><td>95%</td><td>6%</td></tr> <tr> <td>P3:</td><td>83%</td><td>P4:</td><td>89%</td><td>6%</td></tr> <tr> <td>P4:</td><td>89%</td><td>P5:</td><td>92%</td><td>3%</td></tr> <tr> <td>P5:</td><td>91%</td><td>P6:</td><td>95%</td><td>4%</td></tr> <tr> <td>P6:</td><td>86%</td><td>P7:</td><td>90%</td><td>4%</td></tr> <tr> <td>P7:</td><td>97%</td><td></td><td></td><td></td></tr> </table>	21/22 Levels:		22/23 Target:		Increase:			<b>P1:</b>	<b>95%</b>		<b>P1:</b>	95%	P2:	<b>97%</b>	<b>2%</b>	P2:	89%	P3:	95%	6%	P3:	83%	P4:	89%	6%	P4:	89%	P5:	92%	3%	P5:	91%	P6:	95%	4%	P6:	86%	P7:	90%	4%	P7:	97%				<p>Effective learning and teaching project and by using the Circle resource. No specific maths actions are included.</p> <p><b>Circle Resource:</b></p> <ul style="list-style-type: none"> <li>Staff to become familiar with the 'Circle Resource'.</li> <li>Staff to be made aware of the online 'Circle Resource' training.</li> <li>Staff to use the 'Circle Resource' to plan within their classes.</li> </ul> <p><b>Optional CLPL Opportunities:</b></p> <ul style="list-style-type: none"> <li>14<sup>th</sup> Sep – CLPL WEDNESDAY.</li> <li>16<sup>th</sup> Nov – CLPL.</li> <li>22<sup>nd</sup> Feb – CLPL.</li> <li>3<sup>rd</sup> May – CLPL.</li> <li>Amy McCracken – Seasons of Play - play pedagogy Nurs – P2.</li> <li>Tim and Islean Mental Health First Aid Staff and children.</li> <li>Eilidh Harcus National Galleries Creative Learning and teaching.</li> <li>Darren Peace – Sounds-Write.</li> <li>Miranda Learning environments – from the CIRCLE Framework (Papdale Staff to Attend).</li> <li>Gayle Duffus Learning environments – outside (Rose M).</li> </ul>		<ul style="list-style-type: none"> <li>SOFA assessments.</li> <li>SNSA assessments.</li> <li>Achieve set targets.</li> </ul>	
21/22 Levels:		22/23 Target:		Increase:																																													
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P7:	97%																																																

	<p><b>Local Authority Improvement Project – Listening and Talking:</b></p> <ul style="list-style-type: none"> <li>• One in-service day in October.</li> <li>• ES's NIF officer the EO for Literacy and the AA will provide input.</li> <li>• Trios established.</li> </ul> <p><b>October – December:</b>  <b>6/12/22 Twilight</b>, 3.45 – 5pm.  <b>7/12/22</b>, 3.45 – 5pm.  Minimum of <b>two</b> trio meetings required, plus twilight:</p> <ul style="list-style-type: none"> <li>• Trios work together to plan L&amp;T activities.</li> <li>• Practitioners carry out the learning activity with their learners and upload evidence to the Team's site.</li> <li>• Trios moderate the evidence of learning.</li> <li>• Twilight – Moderation of L&amp;T.</li> </ul> <p><b>January – March:</b>  <b>18/1/23 Twilight</b>, 3.45-5pm.  Minimum of <b>three</b> trio meetings required, plus twilight:</p> <ul style="list-style-type: none"> <li>• Twilight - L&amp;T professional learning.</li> <li>• Trios work together to plan L&amp;T activities.</li> <li>• Practitioners carry out the learning activity with their learners and upload evidence to the Team's site.</li> <li>• Trios moderate the evidence of learning.</li> </ul> <p><b>Term 4:</b></p>		<ul style="list-style-type: none"> <li>• P&amp;A data in SEEMiS.</li> <li>• SNSAs.</li> <li>• SOFAs.</li> <li>• Practitioner confidence levels – NM will do baseline evaluation.</li> <li>• Pupil voice - baseline on their own evaluation of their strengths and their next steps.</li> <li>• Termly assessment and moderation activities.</li> <li>• Anecdotal evidence from practitioners.</li> <li>• Feedback from QAMSOs.</li> </ul>	
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	<p><b>26/4/23, 3.45-5pm.</b></p> <p>Twilight led by AT and QAMSOs:</p> <p>Trios moderate the pieces they have uploaded Evaluation of the project.</p>			
<p><b>Increase attendance:</b></p> <ul style="list-style-type: none"> <li>• 134 pupils to increase attendance from 91-94% to 95% and above by June 2023.</li> <li>• 170 pupils to increase attendance from 81-90% attendance to 95% attendance by June 2023.</li> <li>• Pupils in receipt of FSM- 95% and above attendance to increase from 11% to 33% an increase of 22%.</li> <li>• Care Experienced Young People – 95% and above attendance to increase from 13% to 38% an increase of 25%.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff to make contact with parents when pupils attendance drops.</li> <li>• SLT to monitor monthly attendance.</li> <li>• Achievement and Equity worker to support pupils back to school.</li> <li>• Staff in school to be trained in the 'LIAM' counselling resource to support anxious children back to school.</li> <li>• I-school to be deployed for pupils not in school.</li> </ul>	<p>PEF Funding – shared with KGS.</p>	<ul style="list-style-type: none"> <li>• Attendance levels will increase.</li> <li>• Greater family engagement.</li> </ul>	

## School improvement priority 2:

To ensure that pupils are able to articulate their views and feelings.

### Data/evidence that informs this priority:

Staff have been introduced to the UNCRC we now have to ensure that the children are confident to express their views.

### NIF Key Drivers: Improvement in children and young people's health and wellbeing.

### HGIOS4 QIs: 3.1 Ensuring wellbeing, equality and inclusion.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
Every child in every class will be able to use the language of the 'Zones of Regulation'.	<ul style="list-style-type: none"> <li>• Create a school charter on the use of Zones and expectations for every child in the school.</li> <li>• Daily use of check ins using the language of the Zones.</li> <li>• Cathy Lyner Educational Psychologist to run a parent workshop re zones of regulation and anxiety – Sep 2022.</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence of use in school, in every classroom – displays, talking to pupils and staff.</li> <li>• Focus groups – pupils, parents, staff.</li> <li>• Run parents' workshop – by Oct 2022.</li> <li>• All pupils will use the Zones to check in.</li> </ul>	
All children will be able to use the language of the United Nations Rights of the child, understanding their right to have a voice Article 12.	<ul style="list-style-type: none"> <li>• School to register as a 'Rights Respecting School'. May 2022.</li> <li>• School Led to undertake training – Michele Dufort – Sep 2022.</li> <li>• Pupils' groups to be established</li> <li>• School community groups to be established to engage pupils – Strand B.</li> <li>• Refresh Vision Values and Aims – as a whole school community.</li> <li>• School Assemblies to highlight Rights.</li> <li>• Class teachers to follow up work in classes – Strand A Teaching and learning about Rights.</li> <li>• 2x Staff development sessions / 1/2</li> </ul>		<ul style="list-style-type: none"> <li>• By March 2023 school aims will be refreshed.</li> <li>• Children will be able to talk about Article 12 and know that there is a framework of rights.</li> <li>• Children will be able to use the language of 'Rights' and 'Responsibilities'.</li> <li>• Pupil groups will be taking place on a regular basis.</li> <li>• SLT tracking.</li> <li>• Children's voice will be established in all Child's Plans.</li> <li>• Bronze award will be achieved by Jan 2023.</li> <li>• Talking mats will be used where</li> </ul>	

	<p>In-Service day.</p> <ul style="list-style-type: none"> <li>• Support staff will be trained to use talking mats to help hear pupil voice.</li> </ul>		<p>appropriate to hear pupil voice in Child Plan meetings. Percentage of pupils using this approach will be established.</p>	
<p>All children will have a continuous report of their progress.</p>	<ul style="list-style-type: none"> <li>• Develop whole school plan for the consistent use of Seesaw across all classes.</li> <li>• Create reporting framework.</li> <li>• End of year statement will be created.</li> <li>• All teachers will access 'Seesaw' and will involve pupils in up loading materials.</li> <li>• Staff to share learning levels with all children.</li> </ul>		<ul style="list-style-type: none"> <li>• All classes will use Seesaw, the exception will be where parents do not allow the use of this platform and a jotter will be used.</li> <li>• All classes will be engaged online.</li> <li>• The number of hits to the school site will increase from 95,185 over a year.</li> <li>• We will see increased parental comments from 10,650 over a year.</li> <li>• Almost all parents will be engaging with Seesaw we have currently June 2022 465 connected parents.</li> </ul>	