

Statements in *italics* are quality assured by HMI during our recent Recovery Visit

Context of the school

East Linton Primary is a co-educational, rural school in East Lothian. The school is part of the Dunbar Associated Schools Group which is forward thinking and proactive. Our main catchment area is the village of East Linton and surrounding farming hamlets and properties. Over 80% of our pupils live within catchment. 8.6% of our P4-7 pupils are entitled to free school meals. We have no pupils living in quintile 1, our SIMD bands range from 8 to 17. Our overall school attendance for the year is 96.5%

The village has both private and council housing with some housing for those who are most vulnerable within society. A new housing development of private and social houses has been built on the outskirts of the village and is currently being further extended. The school has been serving the community since 1880.

The school has a Senior Leadership Team of Head teacher and a Principal Teacher (class committed). The current school roll is 205 pupils and is organised into 8 classes and a 20/20 nursery. The nursery provides 1140 hours of early learning and childcare over 48 weeks.

We have a Support for Learning teacher two days each week, visiting Music and PE specialists are each in school one day a week. We also have a languages specialist who visits the school for one and a half hours to support the upper school. Support staff consists of one admin assistant, one auxiliary (part time), one full time classroom assistant, one part time PEF funded Classroom Assistant. In our nursery, our staff consists of one Senior Early Years Practitioner, four Early Years Practitioners and one Support Worker, we work in collaboration with our nursery Centre Manager.

The school is at the heart of a strong community and we work closely with our neighbours e.g. church, library, Climate Action East Linton. We have a rejuvenated Parent Council who support and fundraise for the school to the benefit of all learners.

*The head teacher and staff identified that most children returned to in-school learning with enthusiasm and a positive outlook. However, they recognised that younger children required support to interact and socialise with their friends. Staff introduced engaging outdoor learning experiences to build children's confidence and trust in each other. Staff identify that session 2021-2022 is the first full year of schooling for children in P2 and P3. They realise that children have had fewer opportunities to consolidate their core literacy and numeracy skills over the last two years. Staff and children have experienced higher rates of COVID-19 more recently. Senior leaders recognise the negative impact this has on staff wellbeing. Staff report that they feel well supported by the head teacher. Local authority officers support the head teacher well and provide valuable health and safety advice to mitigate against COVID-19.*

Vision, Values and Aims

The parents, staff and pupils of East Linton Primary School have worked hard together to create a happy and caring learning environment for all of our pupils.

Within this environment each child will receive a balanced education appropriate to his/her age, strengths and next steps.

Since school is only part of a child's overall education, close links with home and the community are vital. Our common aim as teachers and parents is to develop each child's potential to the full. This can only be achieved through mutual understanding, trust and respect.

In East Linton we aim to give our children the very best we have to offer - to open the door to learning.

In partnership with parents, staff and children we share the following aims which are recognised as

a contribution to the ethos of our school.

Within the Framework of the United Nations Convention on the Rights of the Child

### Our aims are to

- Create a welcoming, safe and happy school working in partnership with parents and the wider community.
- Deliver an inspiring and motivating curriculum tailored to the individual needs of our children.
- Foster a culture and attitude for lifelong learning in an ethos of respect and inclusion.
- Provide opportunities for our children to realise their potential through challenging and varied learning experiences.
- Empower all children to think for themselves whilst developing and applying transferrable skills.

### Our Vision - School Charter - We are Ready, Respectful and Safe

- We would like our school to be a happy and safe place.
- Everyone will work as a team to make our school a fun place where we can all learn.
- We are all special and important and we will take responsibility for ourselves and look after each other.
- We will learn skills and knowledge which will help us in the future.
- We will treat everyone fairly, equally and with kindness.
- We will be respectful to each other and of our environment
- We will always try to be the best we can be.

### Our Values

We promote these values through our Learning Heroes

Independence Respect Responsibility Collaboration  
Resourcefulness Resilience Perseverance Reflection Aspiration

How good is our leadership and our approach to improvement?

### 1.1 Self-evaluation for self-improvement

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

#### How are we doing?

By being more collaborative in our approach to school improvement, all staff are developing their awareness of the value and need for self-evaluation. Self-evaluation has a positive focus to move the school forward and make real impact on teaching and learning. All staff have had responsibility for an area of leadership from the School Improvement Plan and these roles are planned for next session. Although the impact of Covid over the last two years has of course influenced our improvement work we are proud of what we have achieved and the position we find ourselves in now.

There have been opportunities to share and evaluate progress - Our planning, tracking & assessment and monitoring is planned across the year and is relevant, timely and with the learners at the heart. Planning evaluations have been redesigned to ensure a more holistic picture of the learning across curricular areas including pedagogy and pastoral care in every class. This gives teachers the opportunity to reflect on their practice, pedagogy and plan next steps.

Due to Covid restrictions, pupil participation in whole school evaluation has been challenging, however, now that restrictions are lifting, we are returning to a planned programme of school evaluation and reflection with our learners. Through a range of self-evaluation tools such as SHANARRI wheels, in class learning trios, writing SMART targets, weekly reflections and a parental questionnaire we have been able to ensure reaching all stakeholders. All staff report a high level of communication with parents and carers throughout the year with this being particularly strong. This has enabled teachers to maintain the pace of learning, offer bespoke support and work in partnership with families to meet the needs of every individual learner.

#### How do we know?

The head teacher provides strong leadership to the school community. Staff lead on a range of school improvement priorities. They are well placed to progress these further as COVID-19 restrictions ease

School Improvement Plan - working party and shared leadership approach

Working parties audit current practice and plan for improvement

Improved planning evaluations and next steps

Tracking meetings and our model for allocating support

Improved engagement and understanding of data - second level staff are sharing data with pupils more regularly

More effective focus on analysing data to ensure we use the information we gather to best effect outcomes for all learners - new class profile, all staff using Seemis

Assessment jotters show learners' progress and next steps over a year - pupil trios to reflect on progress have restarted

Developing consistent approaches to assessment so these can be compared across classes

Use of technology (Google docs) to allow all staff to contribute to self-evaluation and self-improvement

Staff are encouraged and supported to try new pedagogies and approaches with their class

Staff take part in practitioner enquiries to evaluate the impact of their practice.

Learning Trios, SMART targets, SHANARRI wheels, weekly reflections, peer and self-assessment, co-constructing Success Criteria can all be evidenced in Assessment Jotters

Parent/Carer questionnaire carried out to identify next steps in the development of parental engagement

<p>Through in school CLPL, staff are developing an understanding of types of data and how to use this to support each learner, identify any potential patterns and plan for their class. Staff are becoming more familiar with their class data and the importance of using the data to create next steps and interventions. Our model of planning support for each class has been particularly successful this year in closing the gaps in learning.</p> <p>Our school moderation model evidences how we teach and learn at East Linton Primary and has been shared with families. This piece of work was developed by one of our teachers as part of her Next Steps in Leadership course and was received very enthusiastically by assessors and HMI as very good practice. This illustrates our school ethos and exemplifies and shares our practice.</p> <p>Our rejuvenated Parent Council have supported the school throughout the year. They are enthusiastic and in agreement with the direction of school improvement. The new chairperson is efficient and considerate of the bigger picture of whole school development and wellbeing. Pupils have shared their learning at online Parent Council meetings and this has become a very popular and powerful way of communicating our practice - feedback from Parent Council has been incredibly positive.</p>	<p>Collegiate planning happens on a termly basis and will be adapted next session Feedback from families and partner agencies on our positive ethos, teaching and learning and bespoke pastoral care</p>
<p><b>What are we going to do next?</b></p> <p>Continue to improve our analysis of data - broadening the ownership, understanding and impact on teaching &amp; learning - Using the data to plan next steps Sharing 'what went well' lessons in CAT sessions - sharing knowledge, skills and ideas to impact on learners' achievements Protected time for self-evaluation and shared evaluations across a level - a greater focus on collegiate planning for progression and assessment Continuing to make the most of new skills and technology to allow all staff an opportunity to contribute to self-evaluation Make effective use of parental feedback and increased participation in the role of families in self-evaluation through Principal Teacher's SIP development work Develop use of moderation ELPS moderation cycle to engage families and give them a voice within this - Keep adding up to date evidence of the moderation process in action at ELPS</p>	
<p>From the evaluation of our evidence we feel that the quality of Leadership of Change is <i>Good</i></p>	

### 1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

#### **How are we doing?**

Our vision reflects the school environment and community and provides an overview of what we want our school to look and feel like. Staff are developing their data analysis skills in understanding the context of our community and families in conjunction with already very strong pastoral local knowledge.

The school values are well integrated into the school - feedback from external scrutiny tells us that our values and learning powers are real for our children and have a positive impact on the children's sense of themselves as a learner.

Values are well displayed throughout school, in classrooms, on social media, certificates, reports - they are a real part of the ethos of our school.

Leadership is strong across our staff from the SLT leading the whole school, class teachers leading improvement priorities, staff leading on pupil experiences and our pupils becoming more involved in leading their learning and having an impact on the whole school. We have developed a culture which encourages staff to take collective responsibility for change and creativity in their own development as leaders.

A range of approaches has been used effectively -e.g. individual staff CLPL such as Building Middle Leadership, working parties taking forward aspects of the curriculum, whole staff decision making in conjunction with Parent Council, classroom based enquiries.

The SLT work hard to guide and manage the pace of change, this has again been particularly important this year. The SLT also works hard to protect time for staff in all aspects of their work. We have worked hard together to create our Working Time Agreement for next session and will look to review and share practice regularly to the benefit of all.

Collegiate working to ensure progress has been a hugely positive feature this session - SG, Sfl, PEF support - tracked and changed provision, our

#### **How do we know?**

Our feedback from our Education Scotland Recovery Visit, our QIO and the Early Years Team has quality assured and supported the pace of change in a challenging year

All stakeholders had a voice within the school vision - this was agreed by learners, community and staff

SIP has reflected recovery needs and we have adapted our practice to suits the needs of our learners and the wellbeing of our school community effectively and sensitively

Learning Heroes celebrated in class weekly with links made to these daily in lessons

Children's awareness of themselves as learners and skills needed to be successful learners

Our values are well embedded and are displayed throughout the school, in classrooms, on social media, certificates and reports.

All staff use the vocabulary of the school values on a daily basis and outside scrutiny tells us that our children have a deep understanding of what this means for them as individuals and learners

Class teachers using new ways to teach live lessons on Google Classrooms during COVID

Pupil engagement over COVID was high due to high expectation of our learners and we gathered and collated information about our pupils' learning at home to ensure a very smooth transition back to school

Progress being made by most learners even during COVID - staff/pupil engagement was positive - our data shows even greater attainment this session

Our School Moderation Model illustrates our practice and ethos ensuring consistency across the school. It supports teacher development and professional judgement

CAT time used effectively to drive forward improvement - we are proud that

<p>teacher "bid " model for support in class has worked very well in addressing targeted needs</p> <p>Our aims are reflective of national and local priorities - as a whole staff we are developing a stronger understanding of the local and national picture for education - this is reflected in our SIP.</p> <p>We promote high standards and successes for our learners and have high expectations</p> <p>The creation of our moderation model has a shared expectation for all staff, pupils and parents.</p>	<p>only once due to covid, did we have to postpone working together on improvement this year</p> <p>Positive feedback from families, Parent Council, staff and ELC colleagues, Education Scotland</p>
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**What are we going to do next?**

Planned effective use of collegiate planning and CAT time to share good practice and drive forward improvement - build in time for leadership roles and responsibilities as well as ongoing self- evaluation

Practitioner enquiry next session - promote this as part of CLPL for all teaching staff

Using the branches within Learning for Sustainability to develop a whole school approach to Ecology, Children's Rights and Community Links > UNCRC / Sustainability/Global Goals- silver plan implemented across the school - integral part of learning across the curriculum

Staff leading areas of development across the curriculum which are aspirational and sustainable

Development of parental engagement across 1.3 - opportunities to feedback /reflect and influence improvement

The updating and sharing of our teaching and learning model with parents to ensure they have a clear understanding

Continue to develop Pupil Voice through sharing at parent Council

Continue to promote and support pupil leadership across the school e.g. pupil led wellbeing group

**From the evaluation of our evidence we feel that the quality of Leadership of Change is *Good***

How good is the quality of care and education we offer?

**2.3 Learning, Teaching and Assessment**

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

**How are we doing?**  
 Our policies and procedures have the rights of our learners at their heart. We have Bronze UNCRC RRSA and we are now working towards achieving our Silver award. Our school ethos is a positive and caring one where restorative practice and Ready, Respect, Safe are key.  
*All staff and practitioners have positive relationships with children and their families. Parents appreciate the caring approach of staff that builds a strong sense of community.*

**Our pupils are highly engaged in and motivated by their learning.**  
*Children understand themselves as learners very well. They set learning targets termly and reflect weekly on their progress and next steps in learning. Staff discuss the qualities of the East Linton Learning Heroes with children.....Staff used digital technology effectively to ensure children’s continued involvement in learning during lockdown periods. ....Teachers developed their own resources to provide live and recorded lessons.*

**Learners’ level of engagement is due to our positive school ethos where our learning heroes sit at the centre. The learners are aware of the learning heroes and know the importance of these skills in their own learning. There is a strong awareness that our learning heroes will help to prepare our learners for their future.**  
*Staff share detailed handover information to support effective transitions for children. They use the East Lothian planning pathways and link these to the National Benchmarks effectively. They assess children’s progress using a range of formative and summative assessment processes. As a result, staff quickly identify gaps in children’s learning.*

*Staff identify that session 2021-2022 is the first full year of schooling for children in P2 and P3. They realise that children have had fewer opportunities to consolidate their core literacy and numeracy skills over the last two years.*

**Our school budget is used effectively to meet the needs of all learners. Staff**

**How do we know?**  
 Learning heroes as a focus for whole school exemplification of a successful learner  
 Growing consistent use of restorative practice  
 “Over and above” awards - recognising commitment towards our school ethos  
 Happy children who have close relationships with staff  
 Parents communicate children's happiness to staff and share any concerns directly with class teacher/head  
 Staff , parents and partners work honestly together to support pupils and address needs  
 Pupil feedback/focus groups  
 Whole school focus on UNCRC and UN Global Goals for Sustainability creates coherence across the curriculum and draws learning threads together  
 Children applying their learning to real life contexts  
 Children talking confidently about their learning  
 Children reflecting on their learning and setting goals/next steps  
 Range of strategies for assessment used across the school by staff and pupils to track progress  
 Staff collaboration & collegiate planning to ensure progression within and across levels  
 Confident use of frameworks for planning, teaching and assessment, ensuring continuity and progression  
 Children's learning targeted at individual pace - no ceilings approach  
 Child-led learning from nursery, children planning with the class teacher - use of Making Thinking Visible to facilitate pupil voice in learning  
 Use of children's interests to spark teaching and learning topics - no fixed interdisciplinary topics

have a voice in the standing of resources to help meet the needs of learners and expenditure decisions reflect the school's aims and improvement priorities.

Financial expenditure is planned to improve learning and teaching, and increase attainment and achievement. We allocate resources to achieve our improvement priorities and meet the needs of all learners. We encourage our learners to make independent and responsible use of resources.

We allocate Pupil Equity Funding to meet identified need and in line with the targets in our PEF plan. This session we have seen the particularly effective impact with our model of collaboration between SfL, class teachers and our Scottish Government teacher, resulting in gaps in learning being closed for identified groups.

*The head teacher uses Pupil Equity Funding to resource additional staff to support children's continuity of learning. Class teachers work closely with learning support teachers to provide well-planned interventions. They use pre and post intervention assessment information to establish the progress children make. The head teacher meets with staff termly to discuss children's progress. Staff highlight that their interventions have closed identified gaps in learning effectively for most targeted children.*

Our pupils work, play and interact very well with each other, staff and partners. The use of co-operative learning techniques (some classes) and MTV (all classes and nursery) ensures that all of our learners have a voice in the classroom to make increased choices and take on increased responsibility for their learning. Pupils are increasingly confident when talking about their learning and themselves as learners.

*Children know that if they make mistakes in learning they will receive support from adults to overcome challenges. This builds their independent learning skills well.*

Pupils reflect regularly on their learning to help them deepen understanding and plan for next steps.

*Almost all children engage well during lessons and their experiences are based on relevant and motivating contexts. For example, children applied their literacy skills exploring the themes of challenge and change with the East Lothian outdoor education team.*

Using planned and ongoing formative assessment evidence regularly we are able to identify areas for improvement and to address gaps in learning.

*Staff share detailed handover information to support effective transitions for children. They use the East Lothian planning frameworks and link these to the National Benchmarks effectively. They assess children's progress using a range of formative and summative assessment processes. As a result, staff quickly identify gaps in children's learning.*

Moderation of assessed work - reflecting on teacher judgement and evidence gathered

Learning Styles quiz with children across all stages

Assessment jotters for collection of significant evidence

Staff discussions about valuable evidence, how to plan assessment and collect evidence in more challenging subjects such as Listening and Talking -

Comparisons of what makes quality evidence

Children reflecting on their learning through assessing own evidence and using this to inform their learning - pupil trios

Pupils create SMART targets for their learning each term - and reflect on these

Key learning shared with families each term, including how they can support at home



Our assessment calendar is designed to gather key data at regular points in the year to inform next steps. Our Assessment Jotters evidence a variety of techniques of assessing pupil progress towards achievement of a level and are linked clearly to planning. Planning timescales are yearly, termly and daily and we pride ourselves on our flexibility to respond and collaborate to meet the changing needs of our learners e.g. adding able P3 pupils to AR, changing resources for SfL groups, creating nurture groups We plan using progressive frameworks and use MTV to give pupils a voice.

*Children's voice is evident across the school. For example, children in the health and wellbeing group share their understanding of dyslexia with their peers. They have a good understanding of their rights. Children in P7 speak enthusiastically about their project with a local theatre group to create a film about Islam. They benefit from these useful opportunities to understand and respect the rights of others.*

*The recently formed Early Years Team is enthusiastic and has developed positive working relationships. Practitioners undertook online nurture training and share that it helps them to be more aware of and responsive to children's individual needs. They observed children on their return to the setting and did not identify any specific concerns around their wellbeing. Children display high levels of confidence and interact well with each other. They respond positively to the freedom they are given in the outdoor area. Children are happy, settled and enjoy being back in the setting.*

**Throughout this last very challenging year or so, we have striven to continue to provide a range of learning experiences which are creative and exciting.**

*Practitioners took time to reflect on experiences with children on return to the setting. As a result, children are confident and continue to make progress in their learning. The team continue to use online platforms to share children's learning with parents during the current mitigations.*

**Work on our moderation model has resulted in greater understanding and consistency in our expectations and standards in our teaching. Staff provide imaginative ways of learning, including developing use of technologies and our approach to feedback is now policy.**

*They continue to implement the East Linton moderation cycle to build their confidence in planning and assessment processes. The head teacher identifies that a next step is to provide more able children with activities set at the right level. Staff should now continue to work on a shared understanding of high quality learning, teaching and assessment as planned.*

Our pupils tell us their views are sought, valued and acted on. We have reported to parents virtually, in-person, through phone calls and emails - this has been very well received and effective in supporting our pupils.

*Children complete a survey using the Scottish Government Getting it right for every child (GIRFEC) wellbeing indicators every term. Staff use the information gathered to identify children's needs and provide individual support for them if required. Children are clear that they trust school staff to help them overcome wellbeing issues. Most children are able to use the wellbeing indicators to talk about their health and wellbeing in everyday contexts.*

We share good practice with management and colleagues to improve consistency and share ideas with stage partners and other colleagues.

#### **What are we going to do next?**

Further develop and use the teaching and learning model to maintain and improve on current good practice to drive learning, teaching and assessment

Use collegiate planning to explore the totality of the curriculum and progression across the learning outcomes and experiences and to ensure variety within learning experiences

Further develop authentic outdoor learning opportunities and develop our pedagogy within this - building on expertise and experiences already in place e.g. John Muir Award

RWI consistency in pedagogy and organisation across all early/first level classes including a transition to RWInc Spelling for those who are ready

Explore the Haddington cluster numeracy assessment suite of resources in line with updated framework

Reinvigorate the assessment trios - starting with upper school

Plan for child led Learning Consultations in term 4

From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is *Good*

How good are we at improving outcomes for all our learners?

### 3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

#### **How are we doing?**

Despite the inevitable impact of Covid all learners are making progress in literacy and numeracy. Staff worked collaboratively to ensure that resources, time and support were targeted to fill the gaps in learning for individuals and groups. We were quick to assess where pupils were in their learning and to take some calculated "risks" in where we targeted support. E.g. in P3 we targeted SfL teacher time not to the lowest 20% but to those just above that level in their literacy - this showed excellent results and we were able to remove the support at Easter time as the children were back on track

Our attainment percentages of achievement of a level show an improvement this session.

We have worked hard to be flexible and adaptive in our partnership work with partner agencies such as the EP service

Attendance is strong at an average of 96.5% We have had no exclusions and any concerns are followed up with individual families - we have supported families in collaboration with Social Work, Womens' Aid and the Intervention Team

We believe we have happy, enthusiastic learners who are encouraged to be successful through our values and a range of learning experiences e.g. whole school focus on supporting a refugee family through East Lothian Horizons, P5 working with Catherine Wheels Theatre Group on a community memories listening and talking project, P7 working with a filmmaker and drama teacher to write, film and edit their own film.

We encourage and value achievements out of school, celebrate them within school and help to facilitate new opportunities for our pupils e.g. playing for national teams, representing East Lothian.

#### **How do we know?**

*Staff share detailed handover information to support effective transitions for children. They use the East Lothian planning frameworks and link these to the National Benchmarks effectively. They assess children's progress using a range of formative and summative assessment processes. As a result, staff quickly identify gaps in children's learning.*

*Practitioners took time to reflect on experiences with children on return to the setting. As a result, children are confident and continue to make progress in their learning. The team continue to use online platforms to share children's learning with parents during the current mitigations.*

*Children know that if they make mistakes in learning they will receive support from adults to overcome challenges. This builds their independent learning skills well.*

*Almost all children engage well during lessons and their experiences are based on relevant and motivating contexts. For example, children applied their literacy skills exploring the themes of challenge and change with the East Lothian outdoor education team*

*The head teacher uses Pupil Equity Funding to resource additional staff to support children's continuity of learning. Class teachers work closely with learning support teachers to provide well-planned interventions. They use pre and post intervention assessment information to establish the progress children make. The head teacher meets with staff termly to discuss children's progress. Staff highlight that their interventions have closed identified gaps in learning effectively for most targeted children*

#### **Assessment strategies and techniques**

Phonics - regular Read, Write Inc assessments - termly to show current stage and next steps

SWST twice yearly

Weekly spelling check ups

Reading - AR data to inform current stage and next steps/target setting

Big writing tracked pieces 3 or 4 times per year

Quadrants and Leuvens yearly view of class and individual pupils

Outdoor Learning is valued by all of our stakeholders and every pupil has access to a range of experiences across the curriculum which are based or inspired by our outdoor environment, e.g. P7 Awesome Week, P3's Outdoor Learning throughout the year linked to their wellbeing and literacy learning, P5s, 6s and 7s have all completed Bikeability training this year as well as their John Muir Award

Professional judgements of progress have become even more robust through a variety of vehicles - moderation sessions, the creation of our learning and teaching model, regular tracking meetings, flexible planned support, planning from ELC Curriculum Frameworks and benchmarks and the use of Seemis across the curriculum. All of our pupils are making progress within their planned learning and we are creative in trying different pathways if success is not at an acceptable level. Some of our pupils are experiencing learning at the next level.

Staff have completed a class profile using the ELC P&A tools plus school based assessments. This has strengthened staff understanding of SIMD, gender etc and has left us in a strong place to plan for PEF . We use Leuven's and Nottingham's Quadrants across the year to cross check our judgement of progress. We want to plan creatively for individuals and groups to close the gaps for our pupils.

#### 21/22 Achievement of a Level Data

Year	Read	Write	L&T	Numeracy
P1	87.5	91.7	91.7	79.2
P4	85.2	74.1	92.6	77.8
P7	100	81.8	100	90.9

We will continue to improve our ownership and understating of data. Our Support for Learning is flexible and coupled with PEF resources has this year resulted in improvements and progress for all targeted learners. Tracking in this area is detailed and individual.

Literacy assessment is stronger than our numeracy assessment evidence so this has been identified as an area to develop including a staged based assessment linked to frameworks. We explored one resource as a structure for numeracy assessment this year but found it to be too time consuming and that it did not give us the quality of data we required.

Numeracy - pre/post test and end of unit assessments

Teacher judgement on daily classroom interactions/feedback from children SNSA

Level based numeracy assessments across school to gather 'where we're at' data

Use of fluid working groups in literacy and numeracy to support children with appropriate level of challenge and support

SEEMIS for tracking and assessment ensuring that information provides a picture over time.

Local/ pastoral knowledge

Feedback from pupils and families

Our Assessment Jotters continue to develop to show a progressive range of assessments to demonstrate application of skill and knowledge.

**What are we going to do next?**

Collaborate with cluster literacy support teacher to improve writing in second level

Revisit and review our Curriculum Rationale

Explore Stephen Graham writing approach to assess how we can improve current practice

Explore the Haddington cluster numeracy assessment materials and updated numeracy frameworks

PEF classroom assistant to provide targeted support for identified children to help close the gap in learning and in pastoral support

Review our Support for Learning Teacher role and practice


Continue to improve our data analysis skills to target support e.g. Gender as a factor for attainment - especially attainment of boys in literacy

Facilitate a support group for parents whose children have additional support needs

Create a safe space for learners who need to de-escalate, receive sensory or pastoral support

**From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *Good***

What is our capacity for continuous improvement?

	<p><b>What is our capacity for continuous improvement?</b></p> <p>The experience of the last two years has brought us even closer as a staff team and school community and with the backing of our Parent Council and quality assurance from Education Scotland during our Recovery Visit, our QIO and Early Years Team, we believe that we are in a very strong position for school improvement for next session. We have a strong, committed team with leadership at all levels playing a key part in our successes. We have a shared understanding and vision for improvement that is real and makes a difference for our learners.</p> <p>We have judged ourselves to be “good” across the Q.I.s and believe that there are aspects of very good practice within each Q.I. evaluation.</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
<b>HGIOS 4 Grading:</b> 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	Good	Good	Good	Very Good

- Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.