

## Whitecraig School Improvement Plan 2021-2022



### School Context, Aims, Values

Whitecraig Primary School is a non-denominational, co-educational school serving the village of Whitecraig and surrounding area.

The school was built in 1958 and is all on one level, with wheelchair access at the main entrance and Nursery. There are five classrooms, a Nursery, a Support for Learning Room, nurture base, a large hall (which is used for PE, assemblies, shows etc and also serves as the dinner hall) and a general purpose (GP) room. The school is fortunate to have an extensive playground and outdoor space. The school has its own kitchen and staff who provide freshly cooked meals.

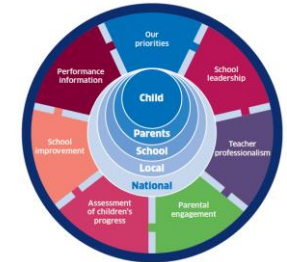
The current school roll is 126; 97 pupils in P1 - P7, and 32 spaces available for Nursery. The school has five classes, 3 composite classes (P1, P2, P3/4, P4/5, P6/7), catering for the seven stages of primary education. The breakdown of composite classes may change from year to year depending on the number of children in the school. All classes (whether composite or not) contain pupils of different abilities and levels of development. Teachers are structure learning for pupils of differing abilities and composite classes don't pose any greater challenge than single-year classes. We know that friendship groups are important and we encourage children to mix with their friends at break and through whole-school events.

### OUR VISION VALUES AND AIMS ARE BEING REVISITED AND RESTRUCTURED WITH ALL STAKEHOLDER

#### National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2021/22:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



#### Local Priorities

## East Lothian Council Plan 2017-2022

### Reducing inequalities within and across communities

- Implement the recommendations within the Poverty Commission Action Plan

### Growing our Economy

- Reduce unemployment and improve employability

### Growing our People

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

### Growing our Communities

- Extend community engagement and decision making and increase community and individual resilience

### Growing our Capacity

- Deliver excellent services as effectively and efficiently as possible within our limited resources

## East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN in relation to:
  - Early Level attainment at Primary 1
  - Attainment in Writing for the BGE
  - Closing the poverty related attainment gap for our most disadvantaged learners
  - Closing the gender related attainment gap
  - Improving transitions for pupils at BGE S1-S3.
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

**School Priorities - identify three or four main priorities only.** Please take account of the new developments towards a self-improving schools approach and focus on curriculum development and pedagogy of learning, teaching and assessment. Use the following HGIOS4 & equivalent HGIOELC QIs as a guide towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

**PRIORITY 1: RAISING ATTAINMENT**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Assessment</b> Staff to engage with data available both nationally, authority and at local level . To develop understanding how to effectively use this to plan LTA as well as plan effective interventions</p> <ol style="list-style-type: none"> <li>To work with Attainment advisor/ Education Scotland / QIO around : <ul style="list-style-type: none"> <li>effective use of data and CT role</li> <li>understanding data to plan interventions</li> <li>measuring value added impact and data that is not based on standardized assessment</li> <li>develop a consistent approach and share current good practise</li> </ul> </li> <li>planning for effective assessment - , engaging with frameworks to plan effective LTA linked to data</li> <li>moderation of planning, LTA to develop confidence in AOL as well as applying benchmarks consistently, to show progression</li> </ol> <p><a href="https://education.gov.scot/improvement/practice-exemplars/higher-order-thinking-skills-and-literacy-at-woodmuir-primary-school/">(https://education.gov.scot/improvement/practice-exemplars/higher-order-thinking-skills-and-literacy-at-woodmuir-primary-school/)</a></p> <p><b>Learning &amp; teaching</b></p> <ul style="list-style-type: none"> <li>Identify clear real life experiences and context Class approach to real life experiences with numeracy i.e school/class tuck shop/market garden Establish particular projects for classes, planning application of literacy, numeracy &amp; HWB across the year</li> <li>other stages link to community projects - intergenerational reading, cuppa &amp; cake to apply literacy, numeracy &amp; HWB in real community contexts</li> </ul>	<p><b>Raising Attainment Driver</b></p> <ul style="list-style-type: none"> <li>Early Level attainment at Primary 1</li> <li>Attainment in Writing for the BGE</li> <li>Closing the poverty related attainment gap for our most disadvantaged learners</li> <li>Closing the gender related attainment gap</li> <li>Improving transitions for pupils at BGE S1-S3.</li> </ul> <p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>School leadership</li> </ol> <p>Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information</p> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> <li>Relationships</li> </ul>	<p>CAT session data, SNSA analyse, measures &amp; outcomes tracking meetings PEF measures and data</p> <p>CAT session HOTS and BLOOMS</p> <p>ES 2/3 CAT/ sessions</p> <p>YGM</p>	<p>moderation activities- plan for moderation through agreed whole school contexts to ensure progression, in particular writing gap</p> <p>increase staff confidence ( scaling 1-5, by 1 point or more) around</p> <ul style="list-style-type: none"> <li>understanding data</li> <li>effective planning of LTA linked to data</li> <li>effective use of SFL &amp; PEF to plan, assess and gather data linked to interventions</li> <li>moderation of assessment evidence</li> <li>SHARED CLASSROOM PRACTICE focused on HOTS to collate consistency of implementation</li> <li>range of evidence is robust and consistent , support PJ, increasing ACEL data by 2 %as per RA strategy</li> </ul> <p>HOTS - effective CAT, agreed language to ensure consistency, QA triangulation ( qualitative data)</p> <p>Children will discuss their next steps and progress in learning.</p> <ul style="list-style-type: none"> <li>pupils taking ownership of real contexts with clear opportunities to apply literacy &amp; numeracy,</li> <li>qualitative data of views,</li> <li>range assessment evidence showing application of literacy, numeracy in context</li> <li>QA processes - FP, SHARED CLASSROOM PRACTICE , jotters</li> <li>PEF - use SSNA &amp; other standardise assessment evidence as identifying target groups, then use appropriate diagnostic assessment e.g YARC etc for before and after measures of improvement</li> </ul>

<ul style="list-style-type: none"> <li>HOTS/Blooms - developing consistent use across the school-effective feedback , How to ensure effective planning of HOTS, measuring impact of HOTS</li> </ul> <p><b>NURSERY</b></p> <ul style="list-style-type: none"> <li>EEO linking to EP for EY and community groups and health to explore and develop child development opportunities to close the gap linked to specific aspects of TTT assessments ( twice a year completed by keyworker in out of ratio time)</li> <li>interventions- talking time ,whats in the bag, as identified from TTT and ongoing language/ vocabulary development/ play on pedals</li> <li><b>Literacy/ Numeracy rich environment</b> ELCC- questioning linked to play &amp; digital literacy e.g. Pobble and TPS</li> </ul>		<p>Nursery- literacy rich Emma to lead Seona - numeracy</p>	<p>Nursery:</p> <ul style="list-style-type: none"> <li>establish baseline with group as well as agreeing measure of impact/ success .</li> <li>Using Talking time or other language interventions to increase language skills by 6+ months ,</li> <li>increase physical skills by 6+ months</li> <li>increased awareness from others ( community, HV) of TTT</li> <li>EEO increase parental &amp; Health/community groups engagement by 2-5% linked to what's in the bag, family learning project linked to book bug</li> <li>TTT for nursery and talking time for N - P1 to show improvement by 8 months .</li> </ul>

PRIORITY 2: Health & well- being			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>developing children's abilities within HWB linked to a number of resources, initiatives and strategies, in order to promote and sustain positive relationships</p> <p><b>Building resilience, linked to RRS ~year 1</b></p> <ul style="list-style-type: none"> <li>whole school focus each term</li> <li>whole school assemblies</li> </ul>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>School leadership ( distributive)</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of</li> </ol>	<p>SFL lead on BR training and assemblies</p>	<p>Qualitative data on improved</p> <ul style="list-style-type: none"> <li>relationships,</li> <li>resilience</li> <li>ability to demonstrate strategies in dealing with conflict/ disagreement ( TBC with EP &amp; Stewart Graves)</li> </ul>

<ul style="list-style-type: none"> <li>Developing whole school understanding on 'Flipping the Lid' linking to Zones of Regulation so there is a whole school language.</li> </ul> <p><b>Co operative learning:</b></p> <ul style="list-style-type: none"> <li>4-6 main whole school strategies used throughout different curriculum areas, but in particular IDL</li> <li>with Stewart Grave as part of collaborative professional enquiry approach to CLPL -establish skill base and base line, to measure impact on value added , primarily based on P4-7 for social skills and improve relationships and group work</li> <li>PT to take OL groups to develop resilience, positive relationships, team builders and application of social skills</li> </ul> <p><b>UNCRC- Rights respecting schools</b></p> <ul style="list-style-type: none"> <li>decide on priority rights{ 4-6} with staff - linking rights to responsibilities</li> <li>create a pupil group - representatives from each class meet to discuss the right of the month. Task for P1-3 and task for P4-7. Representatives share the tasks with their class (older pupils could support younger pupils with sharing).</li> </ul> <p>Nursery</p> <ul style="list-style-type: none"> <li>nature nurture-developing relationships, vocabulary, PS skills and outdoor learning. Staff to aim for weekly outdoor sessions, linked to TTT as well as E&amp;O</li> <li>cooperative learning- think pair share-link to input form Stewart Graves (CL) ensure we ware creating opportunities for TPS, linked to nature/ nurture/ firepit/literacy rich ( Literacy rich needs to link to digital literacy)</li> </ul>	<p>children's progress</p> <p>5. School improvement</p> <p>6. Performance information</p> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> <li>Relationships</li> </ul>	<p>Co operative Learning CLPL training with Stewart Greaves, refresher course and introduction for all staff</p> <p>RRS- Erin &amp; Anna</p> <ul style="list-style-type: none"> <li>Class teachers</li> <li>Pupil Council</li> </ul> <p>Lynda/ Sharlene</p>	<p>4( or more) main Social skills embedded within classroom routines</p> <p>SS displays- T chart- qualitative data, QA processes pupils able to talk about it and demonstrate through SHARED CLASSROOM PRACTICE how they have used skills in L/N/HWB/IDL</p> <p><b>co-op ;learning</b> support in P4-7 for 80% of pupils able to demonstrate effective SS in IDL lessons with 10% reduction in disruption to lessons and SLT required support</p> <p>Nursery - QA observation will show TPS in taking turns and ability to listen attentively to hold information and repeat simple answers, qualitative data from floor book and staff</p> <p>UNCRC- almost all children can identify 4 initial rights and responsibility. QA processes show they can understand both and simply state how it relates to relationships/school pupil group will share display, show impact of assembly. QA processes will show increased understanding ( stakeholders view)</p> <p>Nursery</p> <ul style="list-style-type: none"> <li>children increased time outside of nursery garden- minimum once a week</li> <li>children are able to take part in simple TPS strategy</li> <li>TTT will reflected in planning for nature nurture and show increase in skills by 12 months</li> </ul>
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**PRIORITY 3:**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>IDL planning, LTA for application of skills ( challenge week) - in past 2 year priority of literacy , numeracy HWB</p> <p>Develop digital technology to support assessment - providing a different context to develop children's application of knowledge.</p> <p><b>Nursery - reporting to parents</b></p> <ul style="list-style-type: none"> <li>• using website to share learning ( use clicker to measure visit)</li> <li>• sharing learning stories- creatively if restrictions are ongoing</li> <li>• work with support teacher looking at reporting ELCC document to improve our procedures and improve sharing learning</li> </ul>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance information</li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Learning</li> <li>• Relationships</li> </ul>	<p>CAT, YGM, Inservice</p> <p>SLT</p> <p>all staff</p>	<p>challenge week to support assessment as well as increase parental involvement and share learning and progress. 30% attendance by parents</p> <p>1 shared parental experience</p> <p>1 shared with another class</p> <p>1 video evidence</p> <p>CT's forward plans and class timetable overviews will highlight greater commitment to IDL.</p> <p>Nursery Website use clicker to measure visit</p>

#### Context of the school

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The current school roll is 126; 97 pupils in P1 - P7, and 20 pupils attend the Nursery in the morning and 9 children attend in the afternoon. The school has five classes, 3 composite classes (P1, P2, P3/4, P4/5, P6/7), catering for the seven stages of primary education. The breakdown of composite classes may change from year to year depending on the number of children in the school. All classes (whether composite or not) contain pupils of different abilities and levels of development. Teachers are expert in how to structure learning for pupils of differing abilities and composite classes don't pose any greater challenge than single-year classes. We know that friendship groups are important and we encourage children to mix with their friends at break and through whole-school events. Parents can create opportunities to maintain friendships and encourage new ones  
Vision, Values and Aims

*WE ARE REVISITING AND REVISING OUR VVA WITH ALL STAKEHOLDERS*

*Our draft*

*Vision ~Dig deep and stand tall*

*Aim~ Learning together to believe and achieve*

*Values- kindness honesty, co-operation*

*Rules - safe, ready, respectful*

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?

- Self-evaluation for May 21 was established based on Education Scotland and Quality Improvement Officer feedback from school inspection report and identified areas for improvement. Impact measures were identified to measure ongoing improvement progress.
- We have used google forms for consultations with stakeholders to support our work with Education Scotland to explore how to strengthen parental involvement and engagement in the School Improvement Plan.
- We have established plans to involve the wider community in enhancing our curriculum and pupils' learning, but COVID related restrictions have delayed progress in this area.
- We have begun to engage in moderation activities with Stoneyhill PS and STG schools to support professional judgement and approaches to teaching, learning and assessment.
- All teaching staff are beginning using benchmarks more consistently in forward planning discussions and in planning Learning, Teaching and Assessment.
- Teachers have identified the most appropriate times for standardised assessments in order to analyse data, which informs professional discussion and planning as well as follow up forward planning meetings to discuss pupils' progress and attainment.
- We are developing Support for Learning processes with our Educational Psychologist and Support for Learning Teacher to gather evidence and a broader range of data to track pupil progress and plan appropriate interventions.
- All staff were beginning to engage in opportunities for SHARED CLASSROOM PRACTICE with Stoneyhill PS staff to share and learn from effective practise.
- Self-Evaluation is central to Senior Leadership Team approach to leading and

#### How do we know?

- using HGIOS4 tool kit from lock down onwards; individual contributions to SEE on shared drive from lock down onwards.
- staff meetings & professional dialogue
- consultations including google forms, ( previous- drop in coffee morning and pumpkin carving,) informal Parental consultations, changes informed through newsletters. online drop in sessions (no uptake) consultations analysed by ES
- ongoing support from QIO
- ES offered support planning for further support to develop parental involvement/ family learning
- data gathered from some standardised assessments for comparison and linked to East Lothian frameworks,
- assessment data & pupils' jotters demonstrate attainment over time
- staff engage in CLPL around reconnect and nurture
- pupil monthly questions- display
- QA processes- SHARED CLASSROOM PRACTICE , FP, data, views of staff, pupils, parents
- professional discussions around pupil progress based on data, engagement in frameworks & benchmarks
- arrangements and format of collegiate sessions allow for staff proactive engagement in SIP and improvement in attainment
- beginning to use Progress & Achievement to further support discussions on tracking pupil progress.
- Use of floor books in nursery and to further build on the involvement of pupil voice in the Early Years.
- QIO visits, views of stakeholders



managing pace of change for improvement.

- Self-Evaluation is central to Career Long Professional Learning opportunities and planned support from Educational Psychologist & Support for Learning Teacher during lock down to ensure all staff were fully involved in School Improvement work and improving attainment. Individual staff contributions to Self-Evaluation was collated for our Quality Indicator toolkit to further support our ongoing improvement work.
- We have evidenced across all classes that we are beginning to make improvements in pupil attainment. The improvements have focussed on improving the quality of Teaching and Learning and the use assessment data to inform next steps in learning.
- All staff engaged in all opportunities to improve Learning, Teaching and Assessment with Stoneyhill PS. These experiences have enabled and encouraged teachers in becoming reflective practitioners further.

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

- continue to engage with QIO , ELC, ASG, STG & ES to use our data to inform us on improvement progress and how ensure best practise for interventions are selected to further improve pupils' attainment and achievement
- engage all staff in the analysis of data to further clarify their role in supporting our improvements in pupil attainment agenda
- explore collaborative professional enquiry approach in co-operative learning to develop social skills to support pupil Health and Well-being and Vision, Values and Aims.
- When lifting of restrictions allow, continue to have face to face collegiate sessions to support professional development and improvements in pupil attainment and school improvement work.

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

### 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?

- We have made effective use of collaborative planning opportunities with Stoneyhill PS to share standards with SYPS teachers at the same stages and across levels. Our teaching staff consult and are supported by Senior Leadership Team to improve standards for all learners in all aspects of their learning.
- As school leaders, we have made effective use of available staffing to enable and support improvements in the quality of teaching and learning across the school.
- We have continued to demonstrate our commitment to our shared values through the creation of our nurture room, investment in staff CLPL, pupil centred focuses for school assemblies to identify and explain each value with explicit teaching of how it looks Vision Values and Aims - these are being revisited with all stakeholders. Assemblies with pupils to identify values and to support pupils in expressing their views and aspirations for our school. Alternative ways are being explored to involve extended stakeholders views to support the reframing of our VVA.
- Senior Leadership Team are continuing to explore creative ways to link to Community Learning and Development, our community and **EEO** to share our VVAs more widely.
- We have used ongoing discussions as part of YGM, Staff Meetings, and Collegiate Activity Time to continually share the strategic direction of the school and to manage the pace of change to reflect the school's capacity for change.
- Approaches to pupil assessment processes are continuing to develop, providing evidence that all staff have made significant progress in gathering evidence to support change and improvement.
- All staff have shown an ongoing commitment to social justice and equality in their professional working.
- We are working in partnership with our Educational Psychologist, Attainment Advisor, and QIO to review the impact of change and impact of interventions upon outcomes for learners.
- SLT consult staff and review processes for implementation and effectiveness of change to promote equality and social justice. Almost all staff understand the Poverty Related Attainment Gap and are committed to implement change, equality and Social Justice

#### How do we know?

- SFL CT supporting with class with most need for team teaching and be able to be proactive to pupil need and to effectively use CIRCLE
- VVA - values based assemblies, questionnaires to pupils and parents, Values based restorative conversations in order to support changes in relationships between all stakeholders
- QA processes - SHARED CLASSROOM PRACTICE , meetings, pupil voice
- CLPL for staff to support change and provide effective opportunities to support practices to improve LTA and close the gap
- all staff are supported in delivering SIP priorities, additional meetings and training to ensure ALL staff support SIP and ensure collaborative understanding and implementation of SIP & LTA.
- all Staff engaged in CLPL supported by SFL & EP during lockdown
- through professional dialogue and QA process staff have opportunities to develop practise and be reflective on pupil attainment and LTA
- data- ongoing collection, reviewing with staff, SLT & ELC to use effectively
- QA processes, improving but hindered by lockdown- SHARED CLASSROOM PRACTICE reflect progress
- dialogue with stakeholders reflect progress
- views of all staff reflect progress and comments and evidence within SQR throughout
- Shared learning visits evidence that in almost all classes pupil engagement in lessons has greatly increased

- We can evidence improvement and all staff are commitment to our improvement agenda for SIP priorities, including our HWB and nurture agenda.
- Staff engage in self evaluation for a variety of purposes and senior leaders analyse these responses to further inform the improvement agenda.

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

- share data and support staff to work together to understand and change the improvement agenda
- Engage Cooperative Learning consultant to develop practise, develop resilience and social skills on a collaborative professional enquiry basis
- establish VVA with all stakeholder and begin to embed in everything we do, relationship, learning and community in particular parental engagement

**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?

- Family Friday learning evidences that Nursery has engaged parents further in their child's learning through the introduction of books and learning grids. Staff have shared a pack with playgroup to increase community engagement and links with learning.
- across the school children are welcomed and all staff have worked hard to develop and sustain positive relationships-
- Assemblies focused on values and the development of a positive relationship policy. All staff model and scaffold positive nurturing relationships for pupils. All staff are regularly using zones of regulation to help pupils develop strategies to manage feelings in situations that they find challenging. Most pupils are well behaved and cooperate well with staff. Most children are keen to learn when tasks are suitably engaging.
- Investments in devices from Scottish Government and DSM/PEF has increased digital learning access for pupils, and has provided greater breadth of planned learning and teaching to consolidate learning. This has increased pupils' motivation. All teacher differentiate effectively to ensure it matches learners needs and abilities and digital technology features regularly in learning.
- Our focus on literacy, numeracy & HWB, especially during post lockdown periods led to improvements to social skills between pupils and pupils, and pupils and staff.
- In writing we focused on imaginative writing to develop confidence, vocabulary and quality of experience and pupils' independence
- Staff are using digital technologies to enhance Learning Teaching and Assessment, and further develop vocabulary and support differentiation
- SHARED CLASSROOM PRACTICE show that some staff regularly ensure through the use of formative assessment that the purpose of learning is

#### How do we know? All limited and not as effective due to COVID)

- QA- pupil voice, parental views re zones of regulation
- planning folder, shared classroom practice , pupil voice
- observations and QA processes to challenge and review pupil engagement and to support discussions around learning experiences are well matched. Planning in literacy and numeracy is differentiated FP feedback & evaluations
- increased access to digital devices for pupils as well as staff involved in identifying appropriate digital support for LTA
- through QA most staff are sharing purpose of lessons and some children can share purpose of lessons
- Beginning to explore opportunities for pupils to take responsibility within classes and across school
- revisiting VVA with all stakeholder
- Children more motivated within lessons. Children gradually increasing independence and asking more questions.
- Children able to transfer skills developed when using different resources
- Children have provided feedback that they enjoy this approach and are learning to challenge themselves more. Children beginning to talk about their learning more and what they need to do next.
- Children are able to apply their feedback in the following lesson.
- beginning to encourage professional discussion around consistent teaching approaches
- increased access to IT and digital technologies and staff are planning for IT to support differentiated LTA
- Formative assessment is used to inform next steps
- High Quality Feedback - giving time before lesson to review comments made in jotter to self/peer correct/ reflect from previous lesson
- SFL processes gather evidence in order to have a strategy plan for interventions, more effective ways to measure impact and gather evidence

clear and questioning is effective

- We have used TTT in nursery across the year to plan interventions based on these results.
- Our assessment structure the use of standardised assessment being used at specific times to gather data. This data is analysed and used to plan SFL & PEF interventions. Staff are making use of assessment data to inform planning. Staff are beginning to gather a range of assessment evidence to show progress across and through a level. In most Shared Classroom Practice the purpose of lessons are shared and understood
- All teaching are staff using East Lothian frameworks to inform LTS and planning and reporting and to help improve attainment, as well as identify potential barriers
- All staff have undertaken progress & achievement training and are ready to implement this in the new session
- SFL processes and tracking is developing to ensure more effective tracking of support and intervention, as well as impact of these upon targeted learners.
- We have established and benefitted from our collegiate approaches to recovery,
- Additional adults in class to support targeted pupils have had a positive impact on closing the gap in consultation with SFL
- We have evidenced an improvement in standards through consistency of effective approaches to Learning, Teaching and Assessment
- All teachers have evidenced consistency in terms of implementation of improvements in planning ,differentiation, digital technology and engagement based on their CLPL.

- data- using standardised assessment to measure attainment over time
- assessment jotters gather and demonstrate progress over time in literacy and numeracy
- building relationship with CLD and community centre and building their views in revisiting VVA
- impact report from PEF and SG CT
- adaptation of planning to meet individual needs, staff undertaking CLPL to implement nurture room and implement EP advice and strategies based on Boxall assessment
- QA processes - FP, professional dialogues, data linked assessment & evaluations, SHARED CLASSROOM PRACTICE , although not as rigorous due to COVID, feedback from stakeholders
- changes in disruption, distress, anxiety levels for individuals
- more accurate IEP with SMART targets
- questionnaires
- HWB monthly questions- see display

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

- widen genres in writing
- RRS- staff to identify
- resilience and social skills- focused work whilst working with Stewart Graves
- implement ELC tracking system
- to gather assessment data over time and in application of literacy and numeracy skills in other curricular areas
- work with EEO to look at EI to have shared standards for improving attainment
- develop intervention pyramids for more accurate tracking for interventions
- review PEF interventions to continue measure impact, taking account of HWB and closing the gap based on (1) data/(2) observations/ level of disruption (3) views
- establish focus group

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?

- We have had a relentless focus, based on a SIP that was reduced to improvement priorities in literacy, numeracy HWB, on raising pupil attainment in these areas.
- CAT sessions and QA processes show high level of staff engagement and change to practise and LTA processes
- We have used pupil baseline and ongoing assessment data to track, monitor and plan effective interventions to begin to close the attainment gap of targeted learners.
- Staff training for P&A in SEEMIS will help to support effective analysis of pupil attainment data to inform future effective interventions to continue to raise pupil attainment.
- We gathered data for reading, spelling & numeracy over time to provide a holistic assessment picture of each learner,
- We are establishing processes for gathering assessment evidence over time to support PJ to measure progress over time linked to curricular frameworks and on track statements
- Learners are being offered opportunities to beginning to develop P7 responsibilities to contribute to the life of the school
- Classes are taking on responsibilities for the garden, to develop life skills, and we have established a food bank link to the community centre
- Through the development of the nurture room we now have an opportunity to begin to develop a wider life skills curriculum offer to pupils.
- Our nursery has established a supportive link to playgroup for family learning and to support the food parcel/ bank initiative based at community centre
- We have made effective use of staffing- to provide additional targeted support to those pupils based on their additional support needs.
- We have effectively used triads, involving SFL, as a team-teaching approach in classrooms for literacy & numeracy to raise attainment for middle 60% as well as support for lower 20%/ PEF pupils

#### How do we know?

- continue to engage in P&A tracking as well as review assessment we use to measure VA
- assessment evidence & data
- staff views
- HC organising red nose activities and taking on roles and responsibilities within school
- wall display for the garden
- nurture room- ,Boxall and IEP, staff and pupil views, observations
- zones of regulation throughout school and restorative practise. Conversations
- SFL tracking
- SFL developing intervention pyramids
- Reports from SFL, SG & PEF CT
- TTT for individual developmental milestones which influence planned interventions
- Nursery planning, & tracking as well as SE floor book


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What are we going to do next?  
Continue to review our VVA to ensure we are creating

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



What is our capacity for continuous improvement?

	<p><b>What is our capacity for continuous improvement?</b></p> <p><i>When the evidence from quality indicators is combined, it can create a unique and powerful story to answer this central key question. A range of appropriate evidence of all three aspects is required to evaluate the school's overall performance. It is however possible to use a only a few of the quality indicators or even a cluster of themes across quality indicators to support self-evaluation related to very specific aspects of a school's life and work.</i></p> <p>If restrictions are lifted , we have opportunities to share good practise and engage in moderation with other colleagues face to face to develop our approaches to Learning, Teaching and Assessment further. Staff are actively seeking opportunities for professional dialogue and for team teach opportunities to improve practise and share effective interventions and differentiation across classes.</p> <p>Our Scottish Government Class Teacher and Stewart Graves provide opportunities to make significant changes to our recovery curriculum and to continue to develop attainment raising apporoaches in literacy and numeracy, as well as improvements in relationships and social skills of pupils.</p> <p>Our school will continue to make changes based on our data, Self-Evaluation evidence and stakeholder views, and softer data to further develop our Vision and Aims.All staff committed to this.</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-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	satisfactory

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

