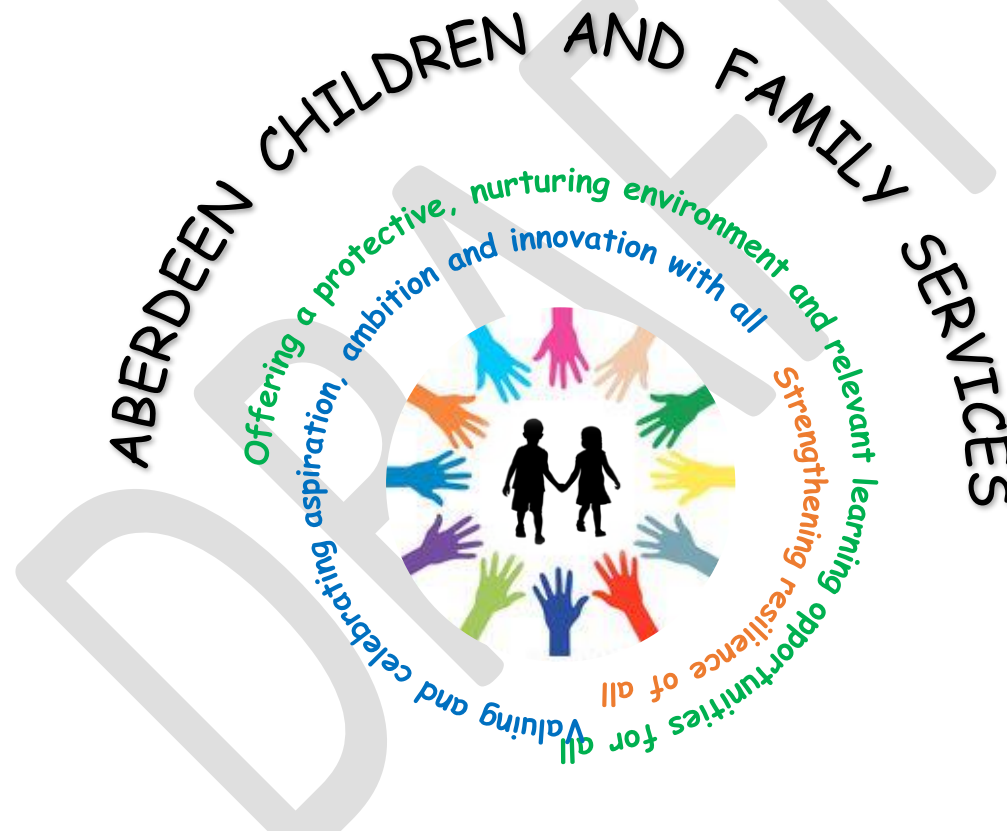




# Cults Primary School

Standards, Quality & Improvement Plan 2022 - 2023



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP  
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

Cults Primary School






## Standards, Quality & Improvement Plan

<p><b><u>National Improvement Framework Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people’s health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b><u>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>School Improvement Priorities 2020 - 2021</b></p> <p>Priority 1 – Improvement in young people’s outcomes through an empowered school/system</p> <p>Priority 2 – Supporting the wellbeing for all through our reviewed relationship policy</p> <p>Priority 3 – Improve and maintain attainment in literacy, numeracy and health and wellbeing</p> <p>Priority 4 – Implement 1140 to deliver high quality early years childcare</p>	<p><b>School Improvement Priorities 2022-2023</b></p> <p>Priority 1 – Support the wellbeing of all through a collated HWB framework</p> <p>Priority 2 – Improve attainment in literacy and numeracy for identified learners through the review of targeted Support for Learning</p> <p>Priority 3 - Improvement in young people’s outcomes through an empowered school/system</p> <p>Priority 4 – High quality play contexts planned for, delivered and evaluated in ELC</p>
<p><b>Context of the school:</b></p> <p>There has been a continued increase in attainment for almost all curricular areas and year groups. This year, Primary 1 has had a very marginal decrease (greatest 2%) in reading, writing and maths with attainment remaining at 94% for listening and talking. Primary 4 increased within maths and a very marginal decrease in reading, writing, listening and talking (less than 4% decrease). Primary 7 remained the same for listening and talking with a slight decrease in reading, writing and maths (5%). The area for development is to maintain the consistently high levels of attainment in listening and talking, reading, writing and maths and look to address the marginal decreases in all areas of responsibility. Following self-nomination for a recovery visit from Education Scotland, the inspection and Local Authority officers’ team validated our self-evaluation and both agreed and advised towards our proposed next steps. They encouraged, based on capacity to improve, to plan beyond one school session and look ahead to longer term planning than one session only.</p> <p>All learners are supported to reflect upon their wellbeing twice a year, which is digitally tracked and acted upon. Staff have a deeper understanding of mental wellbeing and how to support their learners and themselves following ACES, nurture and trauma informed practice training. This has led to improved, planned interventions to meet individual needs with extended partnerships and interventions. Identified learners and families who require specific targeted interventions relating to mental wellness are supported by partnership agencies and our newly established Partnership Forum, which remains responsive to the need. Staff wellbeing has remained a focus with a commitment for all in-service agendas to include a dedicated wellbeing input and a staff wellbeing group established. Our staff team have remained together, committed and dedicated to the expectations and needs of our community whilst ensuring continuity for high quality learning and teaching.</p>	





Almost all staff have remained clear on our strengths and areas for development due to highly effective communication and careful consideration to pace of change. Whilst reactive and responsive, we have remained strategic, ensuring pace of change was relevant and contributing to enhance the experience for our learners. Teamwork and togetherness have been consistent and bears a high element of pride for all.

### Q11.3 Leadership of Change

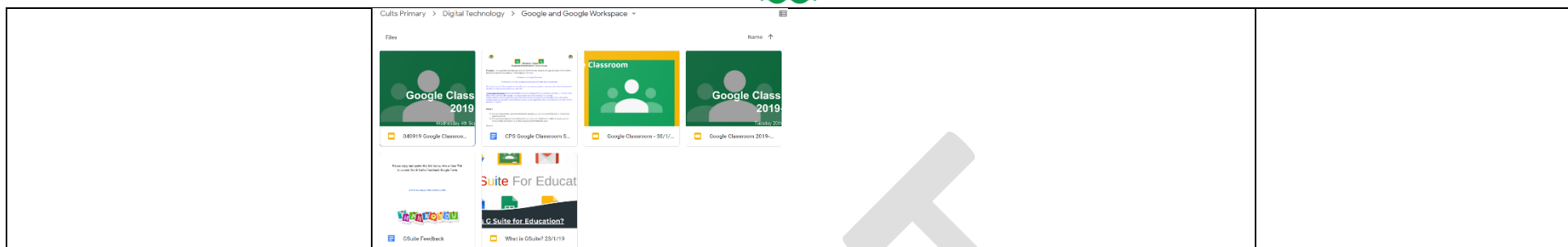
Evaluative Statement - How well are we doing?	How do we know – what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
<p><b>Summary Statement</b>            Almost all staff are committed to ensuring we achieve high standards and success for all learners. Our Senior Leadership Team continue to strongly lead the whole school through challenging and adverse times, particularly During Term 3. Collegiate and collaborative developments have continued with an appropriate pace of change. Our whole school community have remained focused on our consistent roll out of our vision, values and aims and all continue to develop their awareness of these. Professional dialogue and development time has remained protected and was adapted in Term 3 to reflect crisis management of staffing.</p>		
<p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p>		
<p>Shared language is more evident in dialogue and all learners have a developing understanding of our VVA and are able to exemplify our values and aims.</p>	<p>Weekly Together time delivery to all in Primary 1 – Primary 7</p>  <p>Feedback from learners (big heads photos)</p> <p>Unit assembly plans</p> <p>Staff challenge questions <a href="https://bit.ly/3y5IOBI">https://bit.ly/3y5IOBI</a></p>	<p>VVA to be further embedded and translated into daily practice.</p>
<p>Through weekly Together Time, learners actively participate in reflective discussions about our VVA and are able to feedback and articulate their learning.</p>	<p>Regular feedback from learners (heads photos)</p>	
<p>Visual is at consultation stage with parents designing visuals for consultation.</p>	 	



	Design brief and initial design of visual VVA	
All stakeholders were consulted and chosen vision and aims have launched and are planned into whole school Together Time for consistent roll out. Learners are encouraged to discuss and reflect upon their learning of our VVA.	 Logo VVA.pdf Initial design brief from parents and carers to be shared with all. Discussion at Parent Council May 22 was favourable  Cults Parent Council Minutes 24	Teams migration from Google Drive and establish a digital partnership with another establishment.
<b>Strategic planning for continuous improvement</b>		
Despite challenges, planned development time remained proactive and reactive and mindful of staff wellbeing and absences.	Annual calendar consistently and strategically used to plan development time with agendas and minutes always available for all. <a href="https://bit.ly/3aTyAtG">https://bit.ly/3aTyAtG</a>	School calendar to include 'impact'
Pace of change remained strategic and adaptable ensuring positive outcomes from development work.	<a href="https://bit.ly/3aTyAtG">https://bit.ly/3aTyAtG</a> Whilst the calendar remained active and achievable, a very small number of developments were postponed due to high staff absence in January and February.	Committee Staff Leadership
Consistent use of staff challenge questions are embedded with all teaching staff invited to reflect and evaluate at every development time.	All teaching staff engage weekly with challenge questions, which are shared prior to development time with responses analysed for key themes <a href="https://bit.ly/3Hlogy4">https://bit.ly/3Hlogy4</a>	Challenge questions regularly posed to PSAs to gather soft, ongoing data and to remain as a consistent method of audit with teaching team
All staff have input to self-evaluation and almost all teaching staff are clear on our strengths and areas for development.	<a href="https://bit.ly/3MMyQYL">https://bit.ly/3MMyQYL</a> Evaluative statement including reflections and comments from all staff on May in-service. Positive comments stated within HMIE recovery visit report.	
Technology continues to enhance communication and connections. This has included opportunities for sharing and showcasing learning and maintaining connections with parents and carers.  Evidence of technology usage is being gathered for the Digital Schools Award.	Digital learning journeys <a href="https://bit.ly/3n8txbH">https://bit.ly/3n8txbH</a> Staff meetings and training inc INSET <a href="#">2021/2022 In Service Agendas</a> IEP/Child Planning/Transition/Review meetings Twitter, Google Classroom, Google Workspace; Learning at Home site PEBS parent consultations <a href="https://bit.ly/3y74mwq">https://bit.ly/3y74mwq</a> HT communications to staff and families Videos including Open Evening and transition Assemblies and Together Time e.g. <b>of assembly plan</b> , P1 and P2 Assembly Plan Example <a href="#">Term 2</a>	Submit an application for the Digital Schools Award in 2022/2023.  Make best use of return of physical events to gather views from whole school community.



Implementing improvement and change		
ELC has inducted a new nursery team and welcomed learners into a new nursery building, whilst implementing the new 1140 hours model over 46 weeks.	Nursery Action plans identify next steps and impact Nursery website sharing information on new nursery	Continue to identify ELC training opportunities, including a focus on planning for learning in ELC.
Whole school calendar continually updated and accessible to all staff.	<a href="https://bit.ly/3aTyAtG">https://bit.ly/3aTyAtG</a>	Maintain calendar, to now include 'impact'
Staff at all levels have collaboratively developed CCC and have an understanding of the policy prior to its implementation.	<a href="https://drive.google.com/drive/folders/1x_HPx1NN70yezjcrVmVye04SMADjePYO">https://drive.google.com/drive/folders/1x_HPx1NN70yezjcrVmVye04SMADjePYO</a> A readiness questionnaire was completed initially to gauge CPD required. Training was adapted accordingly. Staff collaborated to update the relationships policy. Staff developed next steps needed to implement the policy and CCC training. Next steps were then addressed and some planned for next session.	Stakeholders information evening Roll out of policy through staff developed lesson bank
All teaching staff worked collaboratively and implemented change with a virtual open evening and created an individual video to showcase the classroom space and other learning spaces.	Feedback was positive following viewing of the videos, with the minority of families reporting that they had a better view of the classroom via the video compared to in person. <a href="https://bit.ly/39GMrUe">https://bit.ly/39GMrUe</a> <a href="https://bit.ly/3OeWvma">https://bit.ly/3OeWvma</a> <a href="https://bit.ly/3xN1zHB">https://bit.ly/3xN1zHB</a> <a href="https://bit.ly/3xHLbbq">https://bit.ly/3xHLbbq</a>	Proposal to return to physical, in person events to increase parental engagement  Make best use of physical events to gather views from whole school community
As part of our empowerment agenda, continued partnership with QA trio schools with virtual and physical visits to evaluate practice promoting learner voice	Presentation for trio visit <a href="https://bit.ly/3zSlwhR">https://bit.ly/3zSlwhR</a> Feedback following trio visit <a href="https://bit.ly/3aX4I56">https://bit.ly/3aX4I56</a>	QA trio schools to promote empowerment and involve staff team beyond SLT  As part of our empowerment agenda, mentoring role to be deployed to class teachers
All teaching staff worked collaboratively and implemented change and evaluated the impact of improvements.	Digital learning journeys Virtual Open Evening Self evaluation <a href="https://bit.ly/3QyedCT">https://bit.ly/3QyedCT</a> Tracking data analysed and discussed with SLT	Moderate Learning Journeys, implementing suggested improvements QAMSO to lead sessions on high quality moderation for whole staff teaching team
CPD		
CPD opportunities have been made available to all staff and staff are encouraged to participate in CPD opportunities.	Education Newsletter shared SLT forward any relevant CPD opportunities e.g. Seasons for Growth, ELSA, Autism Awareness, CALM theory training, Judy Murray teaching tennis, QAMSO, digital skills development Where possible recordings taken of whole school development deliveries and saved in the shared drive	Continue to promote CPD opportunities to new staff




### Q12.3 Learning, Teaching & Assessment

<b>Evaluative Statement</b> <b>How well are we doing?</b>	<b>How do we know - what evidence do we have?</b>	<b>What are we going to do now?</b> <b>What are our improvement priorities in this area?</b>
<p><b>Summary Statement</b></p> <p>We have maintained a positive ethos and caring, welcoming learning environment for all. Our vision, values and aims continue to be rolled out consistently with the aspiration of embedding with consistent language. Our learners benefit from very positive and respectful relationships with staff and peers in all classes; our learners are happy, engaged and enthusiastic about their learning and can clearly articulate next steps for whole school improvements. Across all stages, learners have opportunities to work as individuals, pairs, groups and year groups. <b>All/ almost all</b> learners are attentive and respond well when provided with opportunities to be part of and lead decision making; this will be an area for further development. Learners enjoy a range of teaching experiences and digital technologies feature in the majority of lessons with clear next steps to ensure progression and consistency across all stages. Google Classrooms remain active and in, at least, weekly use for all classes and year groups. Within year groups, all staff plan collegiately and effectively and participate in regular, informal moderation.</p>		
<p><b>Learning and engagement</b></p>		
<p>Transition policy has been reviewed and updated to reflect current practice and context.</p>	<p>Transition Policy 2022 - <a href="#">Transition Policy</a></p>	<p>All stakeholders to become familiar with updated transition policy</p>
<p>The success of two meet the teacher sessions will be built into our calendar with creative use of digital media to support ELC and P7 transitions.</p>	<p>School Calendar showing planned sessions - <a href="#">School Calendar</a></p> <p>ELC and P1 transition sites</p> <p>P1 - <a href="#">P1 Site</a></p> <p>ELC - <a href="#">ELC Site</a></p> <p>'Cults Primary School P7-S1 Transition Support for Parents and Carers' - <a href="https://bit.ly/3fJlJzf">https://bit.ly/3fJlJzf</a></p> <p>'P7-S1 Transition' from Cults Academy - <a href="https://bit.ly/3voEyll">https://bit.ly/3voEyll</a></p>	



<p>Open evening was replaced by a virtual tour of individual classes, created by each class and shared with all families complete a successful and enhanced transition.</p> <p>Winter Window displays were created and shared with families for a period prior to holidays in December. Video created and shared via school You Tube channel.</p> <p>School Virtual tour created.</p>	<p>Class videos -  <a href="#">P1 Virtual Open Evening</a>  <a href="#">P3 Virtual Open Evening</a>  <a href="#">P5 Virtual Open Evening</a>  <a href="#">P7 Virtual Open Evening</a></p> <p>Winter Window Tour - <a href="#">Winter Windows</a></p> <p>School Virtual Tour - <a href="#">School Virtual Tour</a></p>	<p>School calendar to include return of physical events with flexibility to adapt and create updated and reflective version of our current journey</p>
<p>Google Classrooms were established within the first two weeks of session and information posted in a timely manner.</p>	 <p>All classes have a main Google Classroom, with many classes having Classrooms for other areas e.g. spelling, maths, reading etc</p>	<p>Consistency of use of Google Classrooms to be monitored.</p>
<p>Head Teacher communications remained consistent, informed and timely with regular risk assessments collegiately created and shared with all stakeholders.</p>	<p>Weekly email comms sent on a Friday to parents/carers with relevant weekly information, including risk assessment updates and relevant attachments. Once a month a school newsletter to share pupil achievements.  <a href="#">School Newsletter</a></p>	<p>Whole school communications to transition to digital with learner voice a regular feature</p>
<p>All Pupil Council representatives sought Pupil Voice on Learning and Teaching across P1 - P7 using HGIOURS question stems. A Pupil School Improvement plan has been created and a Pupil Council Learning and Teaching group is in place</p>	<p>Pupil Council Action plan for 2022/2023: <a href="#">Pupil Council Action Plan</a></p> <p>Positive comments and advice stated within HMIe recovery visit report.</p>	<p>Pupil Council action plan to be rolled out and delivered with ongoing evaluations sought</p>
<p><b>Quality of Teaching</b></p>		
<p>All classes have access to devices with the majority of classes making use of technology as part of learning and teaching. All learners have access to</p>	<p><a href="#">Device allocation across the school 21/22</a></p> <p>Tasks shared via Google Classrooms. Updated homework policy outlines expectations for issuing and submitting of homework.  <a href="#">Updated Homework Policy April 22</a></p>	<p>Digital technology skills and progression to be delivered by PT to address gap in specific year groups.</p>



their own Google Classroom and receive homework via this platform.	<a href="https://bit.ly/3QyedCT">https://bit.ly/3QyedCT</a> Parent and carer (HMle) survey Term 4	
Principal Teacher appointed and remit solely dedicated to digital technologies.	Focus, Action and Impact - <a href="#">Digital PT remit</a>	
Learning and teaching policy used for all classroom visits with collated, quantitative feedback shared and discussed with all teaching staff to identify next steps and action.	Collated quantitative feedback from classroom visits: <a href="https://bit.ly/3mGfIRG">https://bit.ly/3mGfIRG</a>  Learning Trio feedback on Learning Circles: <a href="#">Learning Trio Learning Circle Feedback</a>	Peer observations didn't go ahead due to high levels of staff absence last session. Peer monitoring of L and T policy will be built into 2022 – 2023 calendar.
Building upon the underpinning principles of CCC, all teaching staff have planned for the delivery of CCC as part of transition and throughout the session.	<a href="#">CC&amp;C lesson plans</a>	Impact of CCC measured via ongoing consultation and tracking of calm spaces
Working parties transitioned to learning trios for all teaching, ELC and support staff. Leadership opportunities through short term and focused working parties have been actioned to review homework, assessment policies.	<a href="#">Learning Trio Groupings</a>  Sample minutes from working parties on homework and assessment - <a href="#">Homework Working Group Minutes</a> <a href="#">Assessment Working Party - Parent Focus Group - key points</a>	As our empowerment agenda, trio QA visit to roll out to class teachers and support staff to promote and allow for professional learning and dialogue between establishments and beyond SLT
SEYPs have led the new nursery team to set up the new Cults Nursery with quality learning spaces and experiences indoors and outdoors which adapt based on learner interest. Staff learning trio groups	 <a href="#">Learning Trio Groupings</a>	Further training on enabling environments to empower and provide ownership for setting up ELC contexts
<b>Effective use of Assessment</b>		
SNSA data is analysed by DHTs and relevant staff and is used to support/challenge learning. Analysis/impact of SNSA data and how it compares to teachers' judgments is	SNSA trends and data analysis conversations <b>example</b> Tickled pink and green for growth documents <b>example</b> SHANARRI Term 1 and Term 3 tracking and follow up conversations consistently take place	Compare SNSA results from previous years to identify trends and plan next steps accordingly





<p>shared with all relevant year groups (eg P4 data shared with P3 and P5 staff.) Pupils' progress and attainment in Health and Wellbeing was reported for the second time. Teacher judgements were supported by the tracking of SHANARRI wellbeing indicators, completed in Term 1 and 3. There are ongoing discussions regarding learning and assessments between SLT-teacher-SfL</p>		<p>Whole school development of identifying and supporting dyslexia 2022-23</p> <p>Review support for learning at whole school and year group level</p> <p>Rigorous approach to analysis of whole school SNSA analysis, identification of trends and subsequent next steps</p>
<p><b>Planning, tracking and monitoring</b></p>		
<p>Processes and procedures for tracking pupil progress are embedded. Planned tracking meetings took place in Term 1 and 3 between SLT and teachers to discuss progress, teacher judgements, support and challenge – this practice is embedded.</p>	<p><a href="#">data presentation.pdf</a></p>	<p>Consider tracking of all curricular areas and learners' individual progress</p> <p>Review tracking of ASN/SfL interventions</p> <p>Reinstate tracking of wider achievements</p>

### Q13.1 Ensuring Wellbeing, Equality and Inclusion

<p><b>Evaluative Statement</b> <b>How well are we doing?</b></p>	<p><b>How do we know - what evidence do we have?</b></p>	<p><b>What are we going to do now?</b> <b>What are our improvement priorities in this area?</b></p>
<p><b>Summary Statement</b></p> <p>The wellbeing of our learners remains a high priority for all staff and particularly through these continued, challenging times. SLT and staff know our learners very well and are supportive, caring and considerate. Almost all learners behave very well and have continued to develop their knowledge and understanding of our school vision, value and aims as well as the wellbeing indicators and UNCRC. Almost all learners report that they are safe, healthy, active, nurtured, achieving, respected and responsible. Relationships across our whole school community are positive with a strong sense of community and desire to return to in person events within the building. Learner voice remains a standing item on ASN meeting agendas and endeavours to include learners as active participants in decision making. Staff feel valued and with the introduction of the parentship forum, identified partners are in place and will be built upon next session.</p>		



Wellbeing						
All staff (ELC, teaching and support) have been trained in nurture, ACES aware and trauma informed practice.	<p><a href="#">Staff training was delivered virtually</a>, utilising breakout rooms, Jamboard, collaborative Google Docs to track and record understanding</p> <p>Further reading and resources were signposted after each session</p> <p>A bank of resources was created by staff to support effective staged interventions and are accessible via shared drive</p> <p>The school's Relationships Policy has been updated by staff. The RRS committee gathered pupil voice and the Parent Council organised a focus group to gather parent/carer <a href="#">input</a>.</p> <p>Positive comments stated within HMle recovery visit report.</p>	Parent/Carer training to be reflective of parent/carer voice but in line with the HWB and framework to ensure consistency in approaches and resources used.	Creation of our HWB framework will involve contributions from all stakeholders and be reflective of current curriculum and learners			
A minority of support and Hub staff attended a CALM theory course to help staff understand behaviours that challenge and how to reduce and prevent behaviours over time.	Staff Feedback: <a href="#">CALM Theory Training</a>					
A minority of classes are using RHSP as the core resource of SHARE delivery.	Parents and carers of P6 learners were invited to a <a href="#">virtual information evening</a> . Staff in P6 and P7 have been using the <a href="#">RSHP</a> planning documents and resources. This has been developed further by a P6 class teacher.	Early - Second RSHP information evening/curricular evening				
Signposting from health related, external agencies is shared with all families in a timely manner.	School nurse referrals have restarted Resources are shared via HT communications, Twitter and the Learning at Home Site. <a href="https://bit.ly/3QFfliv">https://bit.ly/3QFfliv</a>	As part of our HWB framework ELSA, Seasons for Growth will be rolled out				
Based on parents and carer voice, Parent Council liaised with ACES counselling service to deliver a virtual working through your worries	<p>Working through worries workshop recorded and shared with those not able to attend. Feedback was very limited with only 2 families submitting. <a href="https://www.youtube.com/watch?v=pv5iu5090q0">https://www.youtube.com/watch?v=pv5iu5090q0</a></p> <table border="1"> <thead> <tr> <th>Row Labels</th> <th>Count of Which primary school does your child attend?</th> </tr> </thead> <tbody> <tr> <td>Cults</td> <td>79</td> </tr> </tbody> </table>	Row Labels		Count of Which primary school does your child attend?	Cults	79
Row Labels	Count of Which primary school does your child attend?					
Cults	79					




		Feedback to be gathered after every event
<b>Fulfilment of Statutory Duties</b>		
All staff have received Child Protection training with the training recorded for new colleagues and students.	<a href="#">CPS Recorded Child Protection Training</a> A shared <a href="#">Google Drive</a> to support new staff, supply teacher and student inductions was created.	CP training to be recorded ensuring consistent approach to training CP posters displayed throughout school to be updated
<b>Inclusion and Equality</b>		
All class teachers rigorously scrutinise and act on the SHANARRI wellbeing indicator scores and respond accordingly.	<p>The anti-bullying policy has been updated including new posters created by the RRS Committee.</p> <p>Lunch time and break time support has been identified and implemented based on conversations around the SHANARRI indicators with learners and staff e.g. Lunch Time Club, Chess Club, Drama Club, Active Schools Assistant and P7 Playground Monitors</p> <p>Based on SHANARRI tracking data and discussions a range of interventions have been put in place to support and challenge learners e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#">Calm spaces</a></li> <li>• <a href="#">Enhanced transition</a></li> <li>• <a href="#">Walk and talk</a></li> <li>• Flourish/ Rooted</li> <li>• <a href="#">Active Schools</a> Assistant</li> <li>• <a href="#">Youth Work</a></li> <li>• PEF Life Skills</li> <li>• <a href="#">Partnership Forum</a></li> </ul> <p><a href="https://forms.gle/KThsMwEC8g7u95m98">https://forms.gle/KThsMwEC8g7u95m98</a> Question 9 gathered views regarding cultural diet and beliefs  <a href="https://bit.ly/3QyedCT">https://bit.ly/3QyedCT</a> Parent and Carer survey (HMIe) Term 4</p>	<p>Creation of our HWB framework will include tracking of interventions used</p> <p>SHANARRI to be archived and remain accessible</p> <p>Ensure learners know what exemplifies each indicator, pulling together of everything that happens eg what elements of the curriculum/learning are included in Safe</p> <p>HWB curriculum and framework will include well planned and progressive opportunities to</p>



		explore diversity and multi faith issues	
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### Q13.2 Raising Attainment & Achievement

Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
<b>Summary statement</b> Almost all learners are attainment appropriate levels and a few have exceeded these. Our robust tracking and attainment and analysis of data shows consistently high attainment in literacy and numeracy. Increasingly confident teacher judgements, benchmarking and a consistent range of assessments have contributed to our attainment levels; our continued focus is to ensure that increased and maintenance of high attainment levels exist.		
<b>Attainment in literacy and numeracy</b>		
Learners make good progress with a majority tracked above and a few tracked below. Processes and procedures for tracking pupil progress are embedded.	<a href="#">Attainment Trends 21-22</a>	SfL review of targeted pupils based on SNSA and tracking data – to support those who are not on track by maximum 6 months.
Analysis/impact of SNSA data and how it compares to teachers' judgements shared with all relevant year groups (eg P4 data shared with P3 and P5.)	SLT have analysed the data and recorded using 'tickled pink' and 'green for growth' to highlight areas to develop and identify where challenge is needed.	Review tracking to include individual progress as well as general and to link targeted interventions
Staff know their learners well and are supporting with some challenge evident.	 Collated feedback Monitoring Nov 21.d  <a href="https://bit.ly/3QyedCT">https://bit.ly/3QyedCT</a> Feedback from parents and carers Term 4, comments particular to challenge	Whole school Dyslexia Champions development
Term 1 and 3 tracking meetings took place between SLT and teachers to discuss progress, teacher judgements, support and challenge and ongoing discussions regarding learning between SLT-teacher-SfL ensure that	Cults calendar – tracking <a href="#">School Calendar</a> <a href="#">Attainment vs ability grid example</a>	



<p>targeted pupils are receiving appropriate intervention.</p>		
<p>Pupils' progress and attainment in Health and Wellbeing was reported for the second time. Teacher judgements were supported by the tracking of SHANARRI wellbeing indicators, completed in Term 1 and 3 by pupils.</p>	<p><a href="#">data presentation.pdf</a></p>	
<p><b>Attainment over time</b></p>		
<p>Consistent attainment in listening and talking, reading and maths (other than P7). &lt;5% decrease in writing attainment in P4 and P7.</p>	<p><a href="#">Attainment Trends 21-22</a></p>	<p>SNSA analysis to identify and address overlaps and gaps in P1, 4 and 7</p>
<p><b>Overall quality of learners' achievement</b></p>		
<p>Pupil groups both in and out of school have slowly been reinstated and increasing over the year and are generally well attended. SHANARRI tracking gives a snapshot of pupils' wellbeing and achievements in and out of school are celebrated through assemblies, HT newsletters and Achievement Wall.</p>	<div data-bbox="808 687 1391 874" data-label="Image"> </div> <p>HMIe positive feedback regarding learners' attitude, personal and social adeptness. HMIe recovery visit report.</p>	<p>Wider achievements – tracking this again. Include wider achievement as a slide in Learning Journeys As part of our HWB framework every class to start a mental health check in</p>
<p><b>Equity for all learners</b></p>		
<p>Pupil committees have continued where they can apply for roles or SHANARRI indicators are consulted to target those who feel less included. Their views are sought through questions at assembly and Together Time and through Pupil Council; these views are considered and acted upon as appropriate.</p>	<p>Together Time plans</p> <div data-bbox="600 1086 680 1134" data-label="Image"> </div>	<p>Closer tracking of ASN achievements</p> <p>Increase pupil voice by inviting regular opportunities to collect sofa data on learning experiences</p>



## High Level Plan

Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
<p><b>1.3</b> VVA to be further embedded and translated into daily practice Digital tools to be utilised consistently with HT communications transitioning to digital means Empowerment agenda to include all staff in QA trio visits and mentoring roles deployed to Class Teachers</p>		
<p><b>2.3</b> Development and roll out of digital skills progression and addressing the gap in the early stages Return of physical events for partnership working Peer monitoring of Learning and Teaching Policy</p>		
<p><b>3.1</b> Creation of our HWB framework will involve contributions from all stakeholders and be reflective of current curriculum and learners, including celebrating diversity and multi faith issues Restart of parent and carer workshops, focusing initially on wellbeing and HWB curriculum</p>		
<p><b>3.2</b> SfL review of targeted pupils and adapted tracking of ASN achievements Whole school Dyslexia Champions development SNSA analysis to identify and address overlaps and gaps in P1, 4 and 7 Learners to have opportunities to feel empowered and have a say in leading learning</p>		



## Action Plan

Q1						R	A	G
Improvement Outcomes <b>What do we hope to achieve?</b>	Measures of Success <b>How will we know this has been achieved?</b> <i>What evidence will we have?</i>	Actions Required <b>What do we need to do?</b>	Timescales	Resources <b>Who and what is required?</b>	Nov	Feb	May	
<b>1.3</b>								
VVA to be further embedded and translated into daily practice.	Consistent language known and used by all stakeholders	Weekly Together Time Assemblies Model language and refer to consistently	Weekly and ongoing	TT plans shared by HT				
Teams migration from Google Drive and establish a digital partnership with another establishment.	Less use of shared drive and increased use of Teams	Staff training	T3 and T4	PT to lead				
Challenge questions regularly posed to PSAs to gather soft, ongoing data and to remain as a consistent method of audit with teaching team	Forthcoming views shared regularly	Plan weekly challenge questions for teaching and support teams to coincide	Weekly	DHT LD to lead				
Continue to identify ELC training opportunities, including a focus on planning for learning in ELC.	Enhanced planning by entire ELC team	Staff training Model good practice Survey staff and identify next steps, measuring progress	Ongoing					
Return to physical, in person events to increase parental engagement Make best use of physical events to gather views from whole school community	Attendance of events measured along with opportunities to seek views / data from this to compare	Calendar of events planned and cascaded Create relevant surveys / methods to gather views	At least termly					
QA trio schools to promote empowerment and involve staff team beyond SLT  As part of our empowerment agenda, mentoring role to be deployed to class teachers	Feedback from colleagues  Impact on practice	Dates decided amongst trio schools Timetable of visits with clear rationale and aims  Mentors identified and in place	T2, T3 and T4					
Moderate Learning Journeys, implementing suggested improvements	Staff, learner and parents' feedback Measure parent and carer comments to compare	Gather views from all stakeholders Identify next steps and implement	Ongoing					



QAMSO to lead sessions on high quality moderation for whole staff teaching team	Feedback from QAMSO and teaching colleagues  Increased consistency for high quality moderation	Calendar to include high quality moderation delivery	T2 onwards			
2.3						
Whole school communications to transition to digital with learner voice a regular feature	Weekly newsletters Number of views	Move to Sway HT CPD	Weekly	HT		
Digital technology skills and progression to be delivered by PT to address gap in specific year groups.	Assessment data and comparisons	Progression created and delivered weekly Progress tracked	Weekly	PEF purchase of devices  PT to lead		
Peer monitoring of L and T policy will be built into 2022 – 2023 calendar.	Greater evidence of pace and challenge in observations	Calendar to build in opportunities SC to be decided by CPS learning trios re pace and challenge Utilise technology to promote challenge	TBD			
Impact of CCC measured via ongoing consultation and tracking of use of calm spaces	Data and trends	Implement policy and review	Ongoing	DHT SS to lead		
3.1						
Creation of our HWB framework will involve contributions from all stakeholders and be reflective of current curriculum and learners	Whole team to participate in creation All will be familiar with framework and signposting	Create framework in sections (indicators) with whole staff team Clear visual so live, accessible document for all	Whole session and Y2 and Y3			
3.2						
SfL review of targeted pupils based on SNSA and tracking data – to support those who are not on track by maximum 6 months. Increase pupil voice through regular opportunities to collect sofa data on learning experiences	Transient SFL learners Data and tracking  Learner groups regular meetings Data gathered and shared	DHTs to support SFL in own department to ensure targeted learners being supported Regular meetings with SFL to ensure targeted	Ongoing  Weekly			





PEF Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
Chromebooks	£17100	PSA additionality	0.6		
Units of Sound	£1750	EYP in Green Unit as Additionality	0.5		
Calm Spaces set up (Green, Blue and Red)	£4000				
Can I Go Play Now Training	£300				
					<b>Total for 2022/23</b>
<b>Non-Staff Total 2022/23</b>		<b>Staff Total 2022/23</b>			