



St Peter's RC 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

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p><u>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</u></p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 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. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026. •
<p>School Improvement Priorities 2021 – 2022</p> <p>Priority 1 – Q.I 2.3: Improving approaches to learning and teaching in literacy</p> <p>Priority 2 – Q.I. 1.3: Developing leadership at all levels</p> <p>Priority 3 – Q.I. 3.2: Developing whole-school approaches to targeting gaps in attainment and providing support for pupils with barriers to learning</p>	<p>School Improvement Priorities 2022 - 2023</p> <p>Priority 1 – Q.I. 1.3: Improve leadership of learning at all levels</p> <p>Priority 2 – Q.I. 2.3: Improve children's learning and the quality of teaching</p> <p>Priority 3 – Q.I. 3.1: Improve health and wellbeing outcomes for pupils with a particular focus on support and challenge</p> <p>Priority 4 – Q.I. 3.2: Improve attainment in literacy and numeracy</p>
<p>Context of the school:</p> <p><i>Our school values of kindness, respect, trust, forgiveness and tolerance underpin our attitude to supporting all learners, families and staff. Work has been carried out in the past year to revisit our key values, exploring how these link to the Gospel Values and the ethos we strive to promote as a Catholic School. Our values are used to promote positive relationships and successful learning in classes, and are also used to frame restorative discussions with pupils. Most of our pupils are aware of the values mascots and can relate these to their daily experiences and interactions in school.</i></p> <p><i>Reflecting on our shared experiences over the last two years and the impact of Covid, we have focused on inclusive approaches to uphold and develop our school vision and support the wellbeing and progress of our learners. All staff worked together in the last year to support new approaches to targeting learners in classes. We used our teaching staff allocation to develop a model of targeted support, with non-class allocated teaching staff delivering NCCT and targeted support for link classes. This has helped us to develop increased consistency and our model of interventions, support and challenge for learners.</i></p> <p><i>Our school HWB surveys (P5-P7) and SHINE data highlighted a need to improve self-confidence and general health for a number of our pupils. Our Youth Development Worker supported a targeted P6 group of pupils to develop their resilience and confidence through team activities designed to enhance several key skills, including communication skills, social skills, teamworking, dealing with challenges, leadership and decision-making. Continued work with one of our biggest school partners, Russell</i></p>	

Anderson Development School (RADS,) has supported the provision of weekly sports sessions for all classes, a young leaders group to develop leadership skills and confidence in targeted learners and the provision of two after-school extra-curricular clubs for P2-P4 and P5-P7. Wellbeing assessments linked to the SHANARRI indicators have been used in most classes to check on pupil wellbeing and support target setting in this area.

Planned health and wellbeing interventions, including Active Adventure Days (one of the Pupil Equity Fund interventions for 2021-2022), have boosted pupil wellbeing and given opportunities for them to reflect on their mental health. We have also started to invest in play resources to boost opportunities for learning through play across the school, which was identified as a Pupil Equity Fund intervention for the 2021-2022 school year.

The school's Health and Wellbeing Co-ordinator has overseen the collection and analysis of health and wellbeing data from pupils. This is beginning to shape the school's health and wellbeing curriculum and planned interventions.

63% of pupils live in SIMD quintiles 1 and 2. 25% live in quintile 1 and 38% live in quintile 2. We saw a rise from 4% to 13% of our pupils entitled to receive free school meals from the previous school session. Attendance for our school sits at 94%. We continue to work with targeted families to support attendance and work closely with our Home School Liaison Officer here. We received an allocation of £12,681 Pupil Equity Funding, which has been carefully allocated to support improvement in reading, numeracy, health and wellbeing and play across the school.

Our school continues to serve a diverse population, with pupils from a range of cultures and ethnicities. 50% of our learners have English as an Additional Language. Our school zone (R.C. School) serves a large section of the North-East of Aberdeen City and areas of Aberdeenshire, which adds to the diverse mix of learners and families within our school. A number of our families continue to stay for relatively short periods of time (1-2 years) due to parental status as students in Aberdeen.

Feedback was gained from Quality Improvement Support Visits from the local authority and a Recovery Visit from HMIE in May 2021, which was used to continue guiding quality improvement in school. A need has been highlighted to further develop quality learning and teaching, including a focus on quality lessons, and staff are continuing to focus on differentiation, feedback and assessment to support this process.

Numeracy and literacy were on an upwards trend of improvement within Achievement of a Level. However, the 2020-2021 data showed a dip in attainment following the pandemic / Covid school closures. Reading at P1 in particular showed a significant dip, which has been developed and improved through the introduction of the Read Write Inc programme in school, which is one of the Pupil Equity Fund interventions for the 2021-2022 school year. Writing also showed a dip, and our whole school focus on developing tools for reading is having an impact on confidence in writing. Moderation events in school have also supported teacher confidence and judgement of attainment.

	Reading Achieving and Exceeding Total Percentage (+difference from previous year)	Writing Achieving and Exceeding Total Percentage (+difference from previous year)	Listening and Talking Achieving and Exceeding Total Percentage (+difference from previous year)	Numeracy Achieving and Exceeding Total Percentage (+difference from previous year)
P1	87% (+35%)	75% (+23%)	67% (-9%)	85% (+19%)
P4	69% (-4%)	73% (no change)	78% (-7%)	69% (+2%)
P7	73% (+13%)	68% (+9%)	77% (+17%)	68% (+1%)

Tracking and review meetings highlighted the need for specific interventions in literacy, numeracy and health and wellbeing. The additionality of teaching staffing was used to enhance teachers' ability to plan effectively for pupils in their class, including targeted identified needs within literacy, numeracy and health and wellbeing. As a result of this, colleagues were able to share good practice and work with specialist services (e.g. Dyslexia Outreach and Autism Outreach) to develop their ability to identify and support need. Further development is required to boost PSA confidence in targeting and implementing specific appropriate and timely interventions.

With new approaches being adopted over the last two years in particular, we have developed our use of Google classroom and technologies to support learning in classrooms and home learning. Weekly sharing of learning slides on Google classroom in all classes has allowed parents to share more frequently in their child's learning experiences and discuss these at home. We are at the early stages of pupils taking lead in creating and sharing their weekly learning slides. The adoption of Sway newsletters has digitalised our regular updates for our families, allowing an increased capacity to share our successes as a school, promote key messages to strengthen the link between home and school and provide updates on school improvement activities.

Our focus on using whole school contexts for learning has allowed families to become more involved in sharing linked home learning. The use of this whole-school approach has been a successful way of bringing the school together to share in our learning and has made more meaningful links between IDL learning and the wider life of our school and community. Through collegiate working, focused on curriculum design, all teaching staff have developed their ability to plan progressive topics for IDL across the school incorporating pupil voice.

Q1.3 Leadership of Change

Q1.3 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?
Developing a shared vision, values and aims relevant to the school and its community			
Vision and Values	Our shared values focus on children's wellbeing and development. The vision and aims are central to the drive for improvement across the school.	<ul style="list-style-type: none"> The majority of our pupils know and understand our values Our vision, values and aims are displayed on our website and across the school community to help promote these Whole-school assemblies focus on our school values, and the House System recognises and rewards success across these core values Our values are shared during whole-school assemblies, with a focus on a value each assembly Characters have been developed to help our learners to understand our school values (Responsible Robin, Kind Koala, Respectful Rainbow and Forgiving Friends have been developed so far) 	<p>Continue to involve all stakeholders in developing and upholding our vision, aims and values, ensuring these are at the heart of continuous improvement in school.</p> <p>Carry out a review of our vision, aims and values through dialogue with stakeholder groups (Parent Council, Pupil Council, Pupil Voice groups).</p> <p>Develop new ways of helping all pupils to know and understand our values.</p>
Senior Leadership	The Senior Leadership team have managed the pace of change with the change of Head Teacher, ensuring all staff have a clear understanding of the vision and direction across the school. Staff are keen to take on improvement activities which will help the school to move forward.	<ul style="list-style-type: none"> The Senior Leadership Team can articulate the vision for the school Most staff and pupils are aware of our school aims and values and put them into practice in classroom and school life 	Continue to share our key priorities with all staff, pupils, parents and the wider community (e.g. partners) to ensure a clear understanding of our focus and direction as a school.
Teacher Leadership	Staff are beginning to have stronger sense of purpose and are keen to participate in improvement activities which will help the school to move forward.	<ul style="list-style-type: none"> SQUIP Action Plans are available on the staff Google drive for all staff to engage with Staff evaluations from meetings and improvement events in school (Link 1) (Link 2) 	<p>Develop and support staff leadership at all levels (including curriculum, school improvement and pupil voice).</p> <p>Identify areas of improvement for a range of staff to lead on.</p>
School context	The majority staff have a good understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims.	<ul style="list-style-type: none"> Staff respond to the needs of learners in relation to social, economic and cultural requirements. Partnership working is used to support this (e.g. linking with EAL service) 	<p>Review the support available for staff without Catholic certification.</p> <p>Develop further partnership with family learning team to support</p>

Q1.3 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?
	Almost all staff feel confident in contributing to the Catholic ethos of our school.	<ul style="list-style-type: none"> Professional dialogue during tracking and wellbeing meetings helps to identify specific needs and interventions for learners / families Staff confidence in planning and delivering RERC and contributing to the wider life of our Catholic School (e.g. taking responsibility for preparing for the Sacraments) 	new families arriving into Aberdeen and our school.
Impact	The senior leadership team continue to use the vision and values of the school to evaluate improvements.	<ul style="list-style-type: none"> Links to vision, values and aims are evidenced throughout SQUIP 	Ensure planned opportunities and systems are in place to measure the impact of improvement projects in school.
Strategic planning for continuous improvement			
Culture for change	The SLT provide a culture where most staff feel confident to contribute to, and at times lead on, school improvement. There is a need for staff to contribute more to curriculum development within their specialist areas.	<ul style="list-style-type: none"> Staff check-ins at staff meetings, planning meetings and open-door catch-ups. Staff have had opportunities to give feedback on change and improvement in surveys and jamboards. (Link 1) (Link 2) (Link 3) 	Develop working groups to shape curriculum development in school.
Evaluation	In the last year a number of new initiatives and processes have been put in place, including new approaches to reading pedagogy and practice and the use of whole school contexts for learning.	<ul style="list-style-type: none"> Staff feedback in conversations and completing written evaluations shows reflection and evaluation 	<p>Evaluation of the impact of new methodologies and resources needs to be more robust and systematic, giving opportunities to reflect on progress before making further changes.</p> <p>Making more use of data, including through the PowerBi tool, to support the evaluation of improvement projects in school.</p>
Management of change	The pace of change has been carefully considered with the commencement of a new Head Teacher this year. The Senior Leadership Team have mostly managed the direction of improvement well.	<ul style="list-style-type: none"> Evidence through SQUIP evaluation comments (including feedback collated on Google classroom staff area / Google drive) shows staff understanding of the journey of improvement Google forms completed by teachers show staff comments on the pace of change 	Continued whole staff involvement in improvement planning and identifying our key priorities.
Achieving change	We have identified key areas for change and improvement and the need to continue to monitor and measure this.	<ul style="list-style-type: none"> Staff self-evaluation evidence shows reflections on the impact of change 	Re-establish pupil voice groups led by teaching staff to ensure pupil involvement in school

Q1.3 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?
		<ul style="list-style-type: none"> • Posts on school website and Google classrooms evidence new approaches to learning and teaching • Regular digital newsletters evidence the sharing of new approaches, including planning through the four contexts 	<p>improvement planning, including through use of HGIOURS.</p> <p>Re-establish opportunities for parents to be part of the life of the school to share our journey of change.</p> <p>Plan parent and partner voice events to increase parent involvement in school improvement planning.</p>
Collegiate learning	We protect time for professional dialogue, collegiate learning, and self-evaluation, to allow staff to work together to plan for continuous improvement. Staff benefit from the developing culture of collegiate working.	<ul style="list-style-type: none"> • Discussions at PRD meetings and professional learning records show staff reflections on the need for collegiate working and sharing good practice • Collaboration on Google staff classroom (e.g. whole school contexts development) evidences collegiate approaches to planning • Minutes of stage meetings evidence professional dialogue 	Increase opportunities for teacher leadership to share best practice and look outwards to learn from best practice in other schools.
Implementing improvement and change			
Looking outward	Staff are encouraged to look outwards and to develop their practice by reading, taking account of research and sharing new approaches with colleagues in school.	<ul style="list-style-type: none"> • Opportunities for staff to take forward shared initiatives at school level, including in reading • Evidence of staff CLPL sharing, including during inset days, shows staff engagement with new initiatives and research 	Increase opportunities to look outwards and learn from best practice in other schools.
Equity	The school has set out plans for the use of PEF with the consultation of stakeholders.	<ul style="list-style-type: none"> • PEF plans and evaluations are clear and show where funding is being directed, linked to school improvement priorities. Staff and parents were consulted on the plan, and changes were made following consultation. 	<p>Develop more robust systems for measuring the impact of equity projects in school.</p> <p>Re-establish pupil leadership groups to shape our PEF plan.</p>
Planning for Self-evaluation	Staff are given opportunities to engage in quality assurance discussions and evaluation, including through collegiate dialogue and staff surveys.	<ul style="list-style-type: none"> • Staff engagement with HGIOS, including through use of challenge questions in planning, show planning for self-evaluation • Success measures planned in SQUIP Action plans are shared with staff to support self-evaluation 	Develop a more in-depth quality assurance calendar to bring together key dates for evaluation in school.

Q1.3 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?
Self-evaluation including all stakeholders	Staff engage in self-evaluation activities and involve learners in the evaluation of planned learning. There has been increased pupil involvement in self-evaluation through our work on developing the four contexts in school.	<ul style="list-style-type: none"> • Consistent planning supports and templates are being used to show teacher evaluations of planned learning • Four context planners and weekly learning slides show evidence of pupil evaluations of learning 	Increase opportunities for pupils, parents and partners to be part of evaluation activities in school.
Professional learning	Almost all staff show a commitment to pursuing quality professional learning opportunities. There has been a particular focus on professional learning in reading this school year.	<ul style="list-style-type: none"> • Professional learning discussion / PRD evidences engagement in professional enquiry • MyGTCS records evidence staff CLPL • Implementation of ideas and initiatives learned from CLPL evident in classrooms (e.g., play- based learning, reflective reading) 	Increased staff leadership opportunities, including through leading CLPL.
Planning for improvement	Improvement plans are in place and shared with all staff and parents.	<ul style="list-style-type: none"> • Feedback from HMIE Recovery Visit highlights need for a focused improvement plan 	Key actions / a high level plan to be included in the 2022-2023 SQUIP. Creation of a pupil-friendly version of our high level plan.

Q12.3 Learning, Teaching & Assessment

Q12.3 Learning, Teaching & Assessment	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?
Learning and engagement			
Culture, ethos and relationships	Very positive relationships between staff and children, and between the children themselves, underpin all aspects of learning in the school. This culture of mutual respect enables almost all learners to demonstrate the shared values of the school.	<ul style="list-style-type: none"> • Visitor comments on the positive, welcoming ethos and nurturing practices within the school • Staff feel appreciated and welcomed (evidenced in staff wellbeing surveys) • Feedback from most learners is positive (including from SHINE survey and health and wellbeing survey data) • Feedback from QI visit and HMIE Recovery Visit • Use of CIRCLE framework 	<p>Use of SHINE and Health and Wellbeing data to inform planning and interventions. Connected and Compassionate Classrooms training for staff (in-service day 2 2022-2023).</p> <p>Continued embedding of approaches to sharing and understanding school values through assemblies, class charters and displays which reflect children's rights.</p>
Learner engagement	The majority of children engage positively in their learning when this is well planned to meet their needs. Increased opportunities for more meaningful and real-life contexts for learning have supported children to become more engaged in their learning. There is a need to further develop children's understanding of where they are in their learning and identifying their next steps.	<ul style="list-style-type: none"> • Class observations and learner conversations have evidenced that children are increasingly more confident in articulating the purpose of their learning • Positive engagement with Google classroom evidences children's ability to make use of technology, both in school and at home • Feedback from QI visit and HMIE Recovery Visit evidences positive pupil engagement with learning 	<p>Building more opportunities for pupil voice and leadership across the school.</p> <p>Development of consistent approaches to providing feedback and opportunities for children to identify their next steps in writing.</p>
Pace, challenge and relevance to learning	<p>Almost all teachers work collegiately to ensure consistency, continuity and progression between levels in school. Teachers have worked together to develop whole school contexts for learning and to develop a unique curriculum for our school.</p> <p>In the majority of observed lessons, it is evident that children would benefit from more pace and challenge in their learning.</p>	<ul style="list-style-type: none"> • Feedback from QI classroom visits and HMIE Recovery Visit identified the need for improvement in both pace and challenge • Whole school context planners evidence collegiate working to develop a relevant curriculum • Minutes of stage meetings demonstrating collegiate approaches to ensure consistency • Notes of planning / tracking meetings identify action points for teachers to ensure more appropriate pace and challenge 	<p>Focus on consistent use of learning intentions and success criteria to support children's understanding of the purpose of their learning and what steps need to be taken to achieve success.</p> <p>Focus on the quality of learning and teaching in lessons to improve pace and challenge.</p>

Q12.3 Learning, Teaching & Assessment	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?
Learner use of digital technology	Most Learners show confidence in use of digital technologies, with good practice observed in a few classes. All classes have access to technologies to support learning (P4-P7 Chromebooks and P1-P3 class computers, laptops and iPads). Learners enjoy opportunities to use technologies across a range of curricular areas.	<ul style="list-style-type: none"> • Google classroom engagement for in class and home learning shows mixed engagement across the school • Class observations showing a need to increase use of digital technologies to support learning 	Provide pupils with more opportunities to lead learning using digital technologies.
Learner Leadership	The majority of children feel that they are listened to and that the school take account of their views. Children have opportunities to contribute at class level towards school improvement.	<ul style="list-style-type: none"> • Digital evidence of learner leadership (e.g., School Twitter Feed) • Parent newsletters showing pupil involvement • Plans and evidence of context planning • Weekly shared learning slides for each class (uploaded to Google Classroom, shared with parents and celebrated in assemblies) showing pupil leadership 	<p>Re-establish pupil voice groups to allow every pupil to contribute meaningfully.</p> <p>Re-establish pupil leadership groups to use HGIOURS to participate in self-evaluation and inform school improvement.</p>
Quality of teaching			
Range of teaching approaches	In most classes there is a range of approaches used for teaching and learning, including outdoor learning and play. Structured programmes such as Read Write Inc (P1) and Accelerated Reader (P4-P7) are being used successfully to provide consistency and progression in reading. A few observed lessons were overly teacher-led, which resulted in children being too passive in their learning.	<ul style="list-style-type: none"> • Feedback from QI visit and HMIE Recovery Visit identified a few overly teacher-led lessons • Feedback from pupils (through informal discussions, class visits) • Evidence of learning (weekly learning slides, physical evidence of learning) showing a range of teaching approaches • Teachers' termly planning evidences use of a variety of learning environments 	<p>Develop staff knowledge and confidence in supporting pupil leadership of learning.</p> <p>Use of CIRCLE framework to audit and enhance learning environments.</p>
Digital technology used to enhance learning	<p>Most teachers ensure pupils have choice of when to use digital technology to enhance their learning.</p> <p>In a few classes, teachers use technology effectively to model learning.</p>	<ul style="list-style-type: none"> • Digital evidence of learning (Google drives, Google classrooms) • Teachers' termly planning demonstrates use of digital technologies in learning. 	Increase use of technologies to enhance learning across the curriculum.
Delivery of learning, explanations and instruction	In almost all classes, children participate willingly in a variety of tasks. The majority of staff deliver clear explanations and	<ul style="list-style-type: none"> • Minutes of consultation and planning / tracking meetings demonstrate staff have been implementing strategies to support EAL learners. 	Revisit learning intentions and success criteria to improve consistency further.

Q12.3 Learning, Teaching & Assessment	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?
	instructions. 50% of the school roll are identified as EAL with 14.4 % at early acquisition. Staff from the EAL outreach service support staff with strategies to ensure engagement in learning. Learning Intentions and Success Criteria were shared in almost all observed lessons.	<ul style="list-style-type: none"> • Planning documents reflect differentiated approaches • Feedback from observed lessons identifies increased consistency in use of LI and SC 	Increase opportunities for learners to be independent and lead their learning.
Questioning	Most teachers make effective use of questioning to support learning and teaching across the curriculum and as a tool to provide support and challenge.	<ul style="list-style-type: none"> • Feedback from observed lessons identified that practice was varied across the school. 	Identify skilled staff within school and within other establishments to model best practice.
Purpose and relevance of learning	All learners engage in activities linked to real-life local contexts. Children can articulate how their learning helps them to develop skills for learning, life and work.	<ul style="list-style-type: none"> • Teachers plans evidence opportunities for skills development 	<p>Continue to improve school approaches for developing skills for learning, life and work.</p> <p>Use of authority skills progression framework when planning contexts for learning.</p> <p>All teachers should continue to ensure the purpose of learning is made explicit by relating it to skills for learning, life, and work.</p>
Differentiation of learning	In most observed lessons, staff effectively plan differentiated learning activities and tasks which reflect the needs of almost all learners.	<ul style="list-style-type: none"> • Classroom visits • Targeted support planning and consultation minutes • Planning and tracking meeting feedback 	A continued focus on differentiation is required to ensure the needs of all learners are planned for and met.
Feedback for learners	Most teachers provide verbal and written feedback, and where this is most effective it helps children understand their progress in writing.	<ul style="list-style-type: none"> • Classroom observations (including QI visit) show inconsistent use of feedback • Planning documents and minutes of planning meetings evidence the need for consistent approaches for feedback 	Moderate feedback given to learners to ensure consistency across the school.
Effective use of assessment			
Assessment Approaches	The establishment of Assessment Weeks is beginning to show impact on the use of targeted assessment approaches and improved confidence of teacher judgements.	<ul style="list-style-type: none"> • Assessment evidence (including in assessment folders and data) has allowed teachers to become more confident in their judgements 	Further develop teacher skills in using well-timed, high quality assessment tools to support ongoing assessment and

Q12.3 Learning, Teaching & Assessment	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?
		<ul style="list-style-type: none"> • Planning documents and meeting minutes evidence planned assessment approaches • Online moderation events supported the review of assessment evidence • Tracking discussions evidence increased teacher confidence and accountability • SNSA assessments and school-based assessment data are used to triangulate teacher judgement 	judgement of achievement of a level.
Impact of assessment on planning	All teachers are gathering a range of assessment evidence and are making use of this to plan and adapt learning and teaching. Almost all teachers are identifying key opportunities for assessment at the outset of planning blocks to offer learners appropriate experiences to apply their learning in meaningful contexts.	<ul style="list-style-type: none"> • Ongoing assessments across the curriculum (evidenced in assessment folders show ongoing assessment • Tracking discussions provide evidence to support interventions • Teachers can talk confidently about next steps in learning using assessment information / data • Assessments inform bi-annual reporting to parents 	Establish a quality assurance calendar which identifies when key assessments should be undertaken.
Moderation	All teachers are able to effectively use National Benchmarks to support their planning and assessment.	<ul style="list-style-type: none"> • Moderation activities in writing are available for staff to refer to when considering personal judgements • Planning & tracking meeting minutes evidence SLT challenge and support for teacher judgement 	<p>Widen the scope to working with schools in and beyond the local area to further improve our shared understanding of national standards and expectations.</p> <p>Extend school moderation activities to other areas of the curriculum (e.g. numeracy and reading).</p>
Planning, tracking and monitoring			
Planning for learning	<p>All teachers plan using the curricular experiences and outcomes for all curricular areas. Planning documents are shared formats, and staff have been working together to develop context planning across the school.</p> <p>Aberdeen City Council progression frameworks are used to plan progression and pathways for learners.</p>	<ul style="list-style-type: none"> • Completed context planning documents show opportunities for classes to come together to share in the learning • Use of Aberdeen City Council progression frameworks ensure consistency of approach • Feedback from planning meetings (including records of discussions) show the breadth of learning across the school 	Further develop whole school IDL planning to complete 3-year cycle.

Q12.3 Learning, Teaching & Assessment	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?
Planning with the learner	Most learners are involved in planning elements of their learning.	<ul style="list-style-type: none"> • Pre-topic planning being used in all classes demonstrates learner voice in IDL planning • Evidence of learning (e.g. weekly learning slides) shows learner involvement in planning learning and teaching 	<p>Increase learner voice across all areas of the curriculum.</p> <p>Increase teacher confidence in involving learners in the planning process. Re-establish pupil voice groups to allow every pupil to contribute meaningfully.</p> <p>Re-establish pupil leadership groups to inform whole school context planning.</p>
Tracking and monitoring arrangements / processes	<p>All teachers have regular tracking meetings with SLT to discuss individual children's progress. Interventions are discussed and planned for children facing barriers to learning.</p> <p>Tracking systems are used to record and monitor individual pupil's progress and supports in place. Due to the fact that 50% of our school population are identified as EAL learners, outreach services are consulted to ensure timeous interventions.</p>	<ul style="list-style-type: none"> • Minutes of Supporting Learners consultations evidence regular consultation and timely support • Action points are identified at planning and tracking meetings • Targeted support / supporting learners / EAL planning evidences ongoing support for learners. • Tracking data is robust and updated termly in consultation in consultation with class teachers • IEPs evidence targeted interventions for learners and pupil voice is gathered through a child-friendly school format 	Expected dates of achievement will be recorded in line with ACC expectations.
Impact of tracking and monitoring, including those with additional challenges	<p>Targeted support teachers and the Supporting Learners teacher provide additional assistance for targeted pupils. Planned interventions are having a positive impact on childrens' attainment and wellbeing.</p> <p>The work of the Supporting Learners teacher in establishing whole school systems which exemplify the five roles of SfL was identified as good practice in our HMIE Recovery Visit and also by the local authority through the Star Awards.</p>	<ul style="list-style-type: none"> • Planning and tracking meetings provide opportunities to reflect on impact of interventions and consider any need to adapt • Targeted support planning is in evidence for identified pupils • IEPs are in place and reviewed in consultation with pupils. 	PSAs to be targeted to support individuals.

Q13.1 Ensuring Wellbeing, Equality and Inclusion

Q13.1 Ensuring Wellbeing, Equality and Inclusion	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?
Wellbeing			
Wellbeing of all refer to Wellbeing indicators	The majority of children know and understand the language of wellbeing indicators and reflect regularly on their own wellbeing. Children feel comfortable in sharing concerns with an adult in school who knows them well.	<ul style="list-style-type: none"> Wellbeing wheels carried out in each class (adapted according to age / stage of learners) evidence learner reflections on their wellbeing Data from wellbeing surveys (ACC and SHINE surveys) in the upper school are used to monitor learners' evaluations of wellbeing Regular assemblies make use of SHANARRI indicators Professional dialogue and learner consultation meetings show consideration of wellbeing needs 	<p>Continued use of wellbeing wheels to support learner evaluation of wellbeing.</p> <p>Develop planning for Health and Wellbeing across the school using the SHANARRI indicators.</p>
Quality L&T for all	<p>In most classes, universal support is planned effectively to support all learners. Systems are in place for staff to work with the Supporting Learners teacher to plan support and interventions at class-level.</p> <p>Staff are using a range of creative approaches to engage learners and promote inclusion.</p>	<ul style="list-style-type: none"> QI visit and HMIE Recovery Visit feedback highlights positive deployment of additional teaching staff to support pupils Planning for targeted support and individuals evidences differentiation and a commitment to inclusion Records of consultations and feedback from tracking meetings evidences consideration of barriers to learning and interventions to support 	Re-establish pupil voice and leadership groups to give pupils a role in planning and evaluating learning and teaching.
Relationships of all	Relationships across the whole school community are very positive and supportive, which reflects the shared values, high aspirations and commitment to the Catholic Ethos across our community.	<ul style="list-style-type: none"> Feedback from QI visit and HMIE Recovery Visit evidences a strong ethos and positive relationships in St Peter's Very low numbers of behaviour incidents referred to Senior Leadership. Zero exclusions in 2021-2022 school year Shared Catholic Community – Masses, faith-based assemblies, class visits from Parish Priest and Sacramental events evidence a commitment to a shared, Catholic community 	Rebuild opportunities for parental engagement and involvement to build stronger relationships with our parent body.
Children's individual needs and rights	All pupils have focused on their rights and the creation of class charters at the start of the school year. Staff engaged in discussions about the UNCRC to extend their knowledge of childrens' rights.	<ul style="list-style-type: none"> Class charters show evidence of childrens' rights in action Child's Plans and IEPs take account of the views of the child Feedback from consultations, planning and tracking meetings show a commitment to inclusive approaches Curricular evidence of learning about rights and responsibilities across the school 	Re-establishment of pupil voice groups, including a Rights Respecting School group.

Q13.1 Ensuring Wellbeing, Equality and Inclusion	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?
Fulfilment of statutory duties			
Statutory duties and requirements	School policies and frameworks have been updated to reflect the most current legislation, including in child protection and safeguarding. Staff are supported in complying with legislation and guidance related to wellbeing, equality and inclusion. Staff understand their roles and the roles of other staff in this area.	<ul style="list-style-type: none"> • Staff CLPL records show engagement with child protection modules • Annual update training delivered to all staff for child protection and safeguarding (available in Google classroom materials) • School policies and frameworks reflect local and national guidance in child protection and safeguarding • IEPs and Child's Plans evidence staff responsibilities • CP records evidencing the following of child protection procedures in school 	Continue to review and update school policies in line with the most current local guidance and national guidance and legislation.
Inclusion & Equality			
Inclusion and appropriate support	The school has developed clear systems and approaches for identifying pupils with barriers to learning. Children are supported effectively through individualised learning plans. Teaching staff and SLT work with a range of partners to ensure appropriate support for learners. Staff are beginning to use the CIRCLE framework and regular opportunities to consult together to set individual interventions and targets.	<ul style="list-style-type: none"> • IEPs and Child's plans showing individualised planning and support • Supporting Learners / targeted support consultation minutes evidence discussions about individual learners and consideration of supports / interventions • Evidence of targeted support planning and learning shows individual, inclusive approaches to support • Zero exclusions over last two years show the school's inclusive approaches • High rate of attendance across the school evidences a commitment to inclusion • Practice of inclusion within classrooms for support (extraction is only used to achieve a specific outcome) 	Continue to develop staff confidence in using the CIRCLE framework to support all learners.
Equality including support and challenge of discrimination	As a Catholic school, our approaches are underpinned by the Gospel Values. We are a multi-cultural school with close relationships with our families. We have an inclusive approach which sees every child as unique and special. In line with guidance for Catholic schools, we provide opportunities for learners to develop a good awareness of diversity and discrimination, with Christian values at the heart of all approaches.	<ul style="list-style-type: none"> • Very few recorded incidents of bullying (including racially-motivated incidents) evidence values in action • Assemblies and school masses focus on inclusion and respect for all, with the Gospel Values at the heart of everything we do • Planned lessons (including RERC) develop a respect for all and awareness of diversity and discrimination • 	Develop more rigorous systems for gathering views of all stakeholders on the ethos of our school (e.g. visitor surveys).

Q13.2 Raising Attainment & Achievement

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?
Attainment in literacy and numeracy			
Progress from prior levels	<p>The attainment data showing progress over time is impacted by the transient nature of our school.</p> <p>A few learners across stages of our school exceed national standards in aspects of literacy and numeracy. The majority of learners achieve at national standards of literacy and numeracy.</p> <p>Attainment has declined since session 2018/19, having been impacted by the Covid pandemic / school closures, except for reading, listening & taking and numeracy in Primary 7 and writing in Primary 4, which have seen improvement on pre-pandemic levels.</p>	<ul style="list-style-type: none"> Careful analysis of CfE and tracking information (school profile data) highlights trends Scrutiny of SNSA data informs discussion with class teachers and triangulates evidence Records of tracking meetings show improvements in teacher confidence Evidence of learning collated within assessment folders with a view to evidencing teacher judgement 	<p>A focus on listening and talking skills, particularly in the early years.</p> <p>Assessment folders are reviewed and moderated as part of tracking meetings.</p>
Raised attainment in literacy & numeracy	<p>Attainment in Primary 1 and 7 has evidenced an improving trend from session 20/21, with significant growth in Primary 1 attainment in reading, writing and numeracy.</p>	<ul style="list-style-type: none"> Careful analysis of CfE and tracking information (school profile data) highlights trends Tracking meetings with P1 teachers and use of SNSA data supports teacher judgement of literacy and numeracy 	<p>Continue to develop tailored targeted support interventions to raise attainment in literacy and numeracy.</p> <p>Continue to develop tools and strategies to focus on improving attainment in reading across the school.</p> <p>Target additional staffing to P4 and P5 classes to support improvements in attainment.</p>
Attainment over time			
Raising attainment over time across all curricular areas	<p>Our data demonstrates that attainment has fluctuated in numeracy and literacy, particularly following Covid / school closures. There have been some recovery</p>	<ul style="list-style-type: none"> Comprehensive tracking for literacy, numeracy and health and wellbeing in place to support analysis of attainment over time 	<p>Ensure robust tracking across all areas of the curriculum to provide a picture of attainment over time.</p>

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?
	improvements in literacy, however there remains a need to focus on continued improvement in literacy and numeracy across the school.	<ul style="list-style-type: none"> Seemis tracking in all curricular areas informs reporting to parents since session 2020 – 2021 	
Learners Progress from prior levels over time	We evaluate accurately children’s progress from prior learning, and this is showing an improving picture in P1 and P7. Staff are showing increasing confidence in using data and assessment to support this.	<ul style="list-style-type: none"> Minutes of tracking meetings evidence use of data to support planning and teacher judgement Teachers responsible for completion of tracking data Reporting to parents provide a picture of progress from prior levels, and parents are invited to comment Achievement of a Level / SNSA data are used to triangulate Evidence of assessment is collated in individual folders Regular use of PowerBi to support teachers discussions around attainment over time 	<p>Continue to develop school-based tracking and monitoring systems.</p> <p>Increase accountability of class teachers through providing professional learning in data analysis and understanding where the gaps are and which interventions would best support.</p>
Effective use of assessment to make judgements	<p>Teaching staff are making use of a wider range of assessment data to make judgements.</p> <p>Assessments are identified as part of the planning process.</p>	<ul style="list-style-type: none"> Assessment evidence (including assessment folders) provides examples of assessed learning in literacy, numeracy and health and wellbeing Teachers’ plans exemplify consideration of assessment tools Staff moderation activity in writing evidences collegiate approaches are improving teacher judgement Minutes of tracking meetings evidence use of data to support planning and teacher judgement Achievement of a Level / SNSA data are used to triangulate 	<p>Collation of evidence across the curriculum</p> <p>Analysis of the attainment of different cohorts of children, as they move through the school, is needed to provide additional useful information to support senior leaders and teachers to identify any patterns of attainment or gaps in learning for different groups of children.</p>
Tracking systems and interventions	<p>School-based tracking and Seemis tracking are used to track pupil progress.</p> <p>School-based tracking identifies specific interventions for targeted pupils.</p>	<ul style="list-style-type: none"> Tracking data from school and Seemis shows progress across the curriculum Tracking data is updated by teachers termly and moderated in planning discussions Local authority uplift tracking across the curriculum in November, February and May, which is then recorded in PowerBi Use of teacher tracking data alongside other key data (e.g. SNSA, STAR Reader etc) enables triangulation and supports identification of the need for appropriate interventions Use of PowerBi tool to support tracking of a wide range of pupil and school data that may impact on attainment 	<p>School-based systems to track progress across the curriculum.</p> <p>Increased teacher use of PowerBi to support understanding of cohorts and trends.</p> <p>Use of PowerBi by all staff to look outwards at comparator schools across the authority.</p>

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?
Attainment of individuals and groups over time	<p>Tracking of groups continues to be impacted by the transient nature of the school population.</p> <p>For children with additional barriers to their learning, a range of evidence shows that most are attaining appropriate to their individual level of needs and making progress from prior levels of attainment.</p>	<ul style="list-style-type: none"> • Seemis joiners and leavers data evidences the transient nature of the school population • Tracking data from school and Seemis shows individual progress over time • Reporting to parents shows individual attainment over time 	<p>Tracking numbers of joiners and leavers.</p> <p>Use of PowerBi to look outwards at comparator schools.</p>
Overall quality of learners' achievement			
Learner Achievements	Children's achievements from within school are celebrated at assemblies and through displays. Google classroom is also used to celebrate wider achievement. Learners are given opportunities to contribute to the wider life of the school through the four contexts planning.	<ul style="list-style-type: none"> • Assemblies evidence celebration of achievements • Google classroom and social media (Twitter are used to highlight learner achievements • Displays in school are used to showcase evidence of learning in school and achievement outside of school • Four context planners and weekly learning slides show a range of pupil achievements 	<p>Gather evidence to support planning of extra-curricular provisions.</p> <p>Develop systems to track, support and celebrate wider achievement in school.</p> <p>Enhance the extra-curricular offerings in school, including through teacher-led activities and working with partner providers.</p>
Development of learner skills	Whole school contexts for learning are being used to promote the development of learners' skills.	<ul style="list-style-type: none"> • Four contexts planners and evidence show skills development 	Use of local authority skills progression framework to inform planning.
Learners taking ownership of individual pathways	Learners have become increasing involved in planning personal achievement opportunities through whole school contexts for learning.	<ul style="list-style-type: none"> • Four contexts planners and evidence show pupil involvement in planning • Genius hour planning and evidence from some classes shows pursuit of individual interests in learning 	<p>Develop systems to track and record individual and collective achievements and share these in more consistent ways.</p> <p>Make use of best practice in school to model in this area.</p>
Equity for all learners			
Systems which promote equity	Systems are in place to identify any attainment gap and ensure planned interventions are available to support.	<ul style="list-style-type: none"> • Targeted support and SfL planning, tracking and evaluations identify planned interventions for individuals 	Continue to develop teacher responsibility for identifying attainment gaps and planning effective interventions to support.

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?
		<ul style="list-style-type: none"> Individual planning (including IEPs) identify strategies to support individual progress and attainment, which are reviewed termly by teachers and learners 	Use of PowerBi data by all staff to support attainment discussions.
Raised attainment of the most disadvantaged learners	<p>The staff know the children and families very well and understand the context of the school.</p> <p>Further time is needed to see the impact of planned PEF interventions in reducing barriers to attainment and achievement.</p>	<ul style="list-style-type: none"> Targeted use of staff to provide interventions in literacy and numeracy supported individual progress Close work with RADS (partner) to support the health and wellbeing of all pupils Work with other agencies has supported children and families in a number of areas, including EAL, Speech and Language and wellbeing 	<p>Continue to increase staff understanding of the most disadvantaged learners and interventions to support them.</p> <p>Focus on measuring the impact of PEF interventions more effectively.</p>
Positive Destinations	<p>Cost of the School Day informs practice in school to ensure children do not miss out on learning experiences due to financial barriers.</p> <p>Our caring approach as a Catholic school means that we work closely with partners to seek support for families, including our local Diocese.</p>	<ul style="list-style-type: none"> Evidence of range of trips and experiences across the school planned and financed by school (through different funding streams) Work with a range of partners and agencies (including parish) has supported wider experiences in school, including our P7 residential Trends in PowerBi data used to inform practice, for example when considering the Cost of the School Day in relation to an increase in the uptake of Free School Meals Achievement of a level data for individuals is used to plan appropriate support at transition points, in particular P7 to S1 Evidence of extra-curricular opportunities 	Work with other RC schools in partnership to support the sense of community across the local Catholic sector.
Impact of tracking and monitoring, including those with additional challenges	Systems have been developed to track and monitor all pupils, including those facing additional challenges.	<ul style="list-style-type: none"> IEPs and Childs Plans show monitoring and tracking of interventions for pupils and individual staff accountability Tracking data is used effectively during monitoring discussions with SLT and class teachers to plan interventions Minutes of SfL and class teacher consultations shows support and challenge for individual teacher accountability and guidance for appropriate interventions using the CIRCLE framework 	Further develop use of the CIRCLE framework to support the development of learning environments and interventions.

High Level Plan

Year 1 (2022-2023)

Q.I. 1.3: Improve leadership of learning at all levels

- Increasing pupil leadership of learning
- Developing pupil voice and leadership opportunities across the school
- Increase parent and partner engagement to support learning in school

Q.I. 2.3: Improve children's learning and the quality of teaching

- Consistent use of learning intentions, success criteria and questioning
- Purposeful learning environments where learners have shared ownership
- Improvements in quality of assessment evidence gathered

Q.I. 3.1: Improve health and wellbeing outcomes for pupils with a particular focus on support and challenge

- Increasing consistency in planning for support and challenge across the school
- Developing more opportunities for learners to work together to develop their social skills
- Learners having a better understanding of their emotions, which they can use to support their learning and progress

Q.I. 3.2: Improve attainment in literacy and numeracy

- Increasing teacher confidence in reading and consistency of teaching approaches across the school
- Increasing reading confidence and enjoyment across the school
- Developing quality of feedback in writing to increase attainment
- Developing the concrete, pictorial, abstract approach in numeracy
- Targeting learners with gaps in numeracy and mathematics knowledge and attainment at P6 and P7 stages

Years 2 & 3 (2023 - 2025)

Q.I. 1.3: Improve leadership of learning at all levels

- Increasing pupil voice and leadership of school initiatives, the curriculum and decision making in school
- Supporting and develop staff leadership at all levels, including specialist roles for PSA staff
- Developing family learning opportunities and supporting parents and partners to have more involvement in curricular design and delivery

Q.I. 2.3: Improve children's learning and the quality of teaching

- Enhancing opportunities for learner involvement in school self-evaluation
- Learner-led classroom environments with rich opportunities for play and real-life contexts for learning
- Learner ownership of planning, evidencing and evaluating learning through the four contexts (expeditions model)
- Revisiting and embedding St Peter's and Aberdeen City Council skills documents to tie in with context planning

Q.I. 3.1: Improve health and wellbeing outcomes for pupils with a particular focus on support and challenge

- Developing staff skillsets to have specialist teachers for collegiate support (e.g. dyslexia champion, ADHD, autism and EAL champions)
- Focus on skills and talents. Learners recognising their own God-given talents and developing whole school understanding of uniqueness and diversity
- Further rolling out of Roots of Empathy programme, with consideration of other responsive programmes and tools to support individuals, groups and classes
- Continuing to develop extra-curricular offerings and celebration / recognition of wider achievement in school

Q.I. 3.2: Improve attainment in literacy and numeracy

- Further developing consistency of reading approaches - RWI roll-out to P3 and possibly P4 for target learners. Increased use of Fresh Start and other interventions.
- Increasing learner engagement and ownership in writing through focusing on context and purpose
- Embedding target and challenge approaches in numeracy.
- Focusing on shared approaches to teaching numeracy (including continuation of CPA approaches).

Action Plan 1

Q.I. 1.3: Improve leadership of learning at all levels

QI 1.3: Leadership of Change							
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund – highlight if PEF funding)	Nov	Feb	May
Learners experience more opportunities to lead their learning.	<ul style="list-style-type: none"> Observations of learning and teaching Minutes and evidence of pupil leadership groups Evidence of planning involving pupils 	<ul style="list-style-type: none"> Establish a learning council to allow learners to regularly input ideas to whole school context planning Develop a shared knowledge and understanding of leadership of learning in lessons / classes 	August – June	Acting DHT to establish and support learning council. CLPL opportunities to upskill staff in pupil leadership of learning.			
Learners have more opportunities to have their voice heard and contribute to school improvement.	<ul style="list-style-type: none"> Every learner is part of a pupil voice group (pupil voice group registers) Minutes of meetings of all pupil voice and leadership groups and evidence of progress 	<ul style="list-style-type: none"> Teaching staff to establish pupil voice groups (Themes of digital leadership, eco schools, rights respecting school and community engagement and 2 groups for each theme) to meet several times each term on agreed dates Teaching staff to establish goals of pupil voice groups in consultation with Senior Leadership Evidence of pupil voice groups to be shared across the school – minutes of meetings, updates in assembly, working towards achievements / accreditations SLT to establish pupil leadership groups – Acting DHT: Junior Road Safety Officers, Pupil Council, Learning Council HT and DHT to work with Pupil Senior Leadership Group 	By November 2022	Teaching staff to coordinate pupil voice groups. Curricular time required for pupils to be part of groups. SLT time to work with groups.			
Parents and partners are more engaged and involved in supporting learning in school.	<ul style="list-style-type: none"> Parental engagement survey Increased opportunities for parental engagement Partnerships more aligned to curricular development in school 	<ul style="list-style-type: none"> Parental engagement survey to be shared and results used for improvement Develop a range of opportunities for parents to be more involved and engaged in learning in school (including through whole school contexts for learning) Continue to seek and build partnerships which support curricular development in school 	August - June	HT to coordinate parental engagement opportunities, in line with school calendar. HT to liaise with family learning team to continue to build opportunities. HT to identify areas where partners can support leadership of learning in school (aligning to contexts for learning).			

Action Plan 2

Q.I. 2.3: Improve children's learning and the quality of teaching.

QI 2.3: Learning, Teaching & Assessment						RAG	
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund – highlight if PEF funding)	Nov	Feb	May
<p>There is a consistent approach to the use of learning intentions, success criteria and questioning, and these strategies are used effectively in the majority of classrooms.</p>	<ul style="list-style-type: none"> • Observations of learning and teaching • Learners can talk about what they are learning and the purpose of their learning • Evidence of feedback for learners 	<ul style="list-style-type: none"> • Develop and implement whole school approaches to formative assessment and target setting • Visits to other schools to observe good practice in the use of questioning to inform own practice in school • Continue to develop differentiation to support all learners 	<p>August – June</p>	<p>Staff working parties to develop aspects of learning and teaching in school, including a review of St Peter's learning and teaching policy to reflected updated ACC guidance and a consistent approach to feedback.</p> <p>Child-friendly versions of these will be developed by pupil leadership groups.</p>			
<p>Learning environments should be well-organised, attractive and purposeful. All pupils should be able to access the resources they need with ease and have ownership of classroom spaces.</p>	<ul style="list-style-type: none"> • Learning walks • Observations of learning and teaching 	<ul style="list-style-type: none"> • Use of CIRCLE framework to audit classroom environments • Develop a model learning space (classroom) to enhance shared expectations and provide support • Staff to provide peer support and feedback for learning spaces • Opportunities for staff to visit schools with highly effective practice in this area • Develop a shared learning and teaching standard for agreed expectations here • Provide opportunities for pupils to lead learning using digital technologies 	<p>By April 2023</p>	<p>Continued investment in play resources (PEF) to support purposeful environments.</p> <p>Staff working parties to develop a model classroom and learning and teaching standard. SLT to sit on these parties.</p>			
<p>Improvements in the quality of evidence of learning across the school.</p>	<ul style="list-style-type: none"> • Assessment folders / key evidence of learning • Shared learning templates (weekly slides) • Moderation of assessment evidence 	<ul style="list-style-type: none"> • Increased moderation of assessment evidence to support teacher judgement and knowledge of achievement of a level • Develop the depth and breadth of evidence of learning, assessment and achievement • Track and celebrate wider achievement in school • Develop use of authority skills progression framework to tie in with contexts for learning • Secure opportunities to moderate with other schools • Develop Year 3 of IDL cycle 	<p>August – June</p>	<p>Learning and teaching standard to set expectations for evidence of learning.</p> <p>SLT to support class teachers with gathering a wider range and higher quality of learning and assessment evidence, including through CLPL</p>			

				and moderation / sharing good practice. DHT to oversee development of wider achievement tracking and celebration.			
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Action Plan 3

Q.I. 3.1: Improve health and wellbeing outcomes for pupils with a particular focus on support and challenge

QI 3.1: Ensuring Wellbeing, Equality and Inclusion						RAG		
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? What evidence will we have?	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund – highlight if PEF funding)	Nov	Feb	May	
There is increased consistency in how staff plan support and challenge in all classes.	<ul style="list-style-type: none"> IEPs and individual planning for learners Pace and challenge through planning and observations of learning and teaching Use of tools to plan support and challenge such as the CIRCLE framework 	<ul style="list-style-type: none"> Identify a CIRCLE champion in school (SfL teacher) to upskill staff and provide support and consultation for teachers in this area. 	August – June	<p>SfL teacher (CIRCLE champion).</p> <p>DHT to further develop systems to track and monitor support and challenge across the school.</p>				
Learners have more opportunities to work with peers to develop their social skills.	<ul style="list-style-type: none"> Pupil wellbeing surveys Feedback from learning council / pupil council Planning showing opportunities for social opportunities (including outdoor learning) 	<ul style="list-style-type: none"> Increased opportunities for cooperative learning and outdoor learning experiences Develop play experiences in the classroom and in the lodge space as a space for both universal and targeted play experiences Reestablish and develop new opportunities for extra-curricular experiences Continue to develop Active Adventure Days, building more opportunities for staff and pupil leadership here 	February 2023	<p>Teaching staff – WTA time for extra-curricular activities.</p> <p>Investment in play resources as targeted interventions (PEF). Teaching staff to develop classroom spaces. HT to establish staff working group to develop lodge space. Acting DHT to involve pupil council in developing lodge play space.</p>				

				Investment of PEF for Active Adventure Days (pupil enrichment activities).			
Learners develop a greater understanding of their emotions and wellbeing. Learners can apply this to support their progress in school.	<ul style="list-style-type: none"> Pupil understanding and application of GIRFEC (e.g. wellbeing wheels and evidence of HWB learning) Pupil wellbeing surveys (including SHINE, ACC survey and school-survey) Pupil involvement in more specific target setting and self-evaluation 	<ul style="list-style-type: none"> Reviewing planning for God’s Loving Plan across the school Increased exposure to GIRFEC through consistent planning in HWB across the school Introduction of Roots of Empathy programme (P4 target class) Develop systems for learner involvement in target setting and evaluations in school (e.g. pupil-led learning conferences: in class and with parents) Review and update school relationships policy with pupils, staff, parents and partners. Creation of pupil-friendly relationships policy 	January – June	RE coordinator (teacher) to oversee RERC curriculum development. Link with other RC schools (working party). HWB coordinator (teacher) to oversee Roots of Empathy. Fully funded this year. Whole staff development time to review best practice in using pupil conferences.			

Action Plan 4

Improve attainment in Literacy and Numeracy

Q1 3.2: Raising Attainment and Achievement					RAG		
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund – highlight if PEF funding)	Nov	Feb	May
Increased teacher confidence in teaching reading and increased consistency of approach across the school.	<ul style="list-style-type: none"> Forward planning for reading Observed learning and teaching in reading Attainment data for reading 	<ul style="list-style-type: none"> Develop consistency in approaches to reading across the school Enhance and support reading leader roles in school Termly assessment of reading progress and early interventions for pupils not achieving as expected 	August – June	Reading leader development time. Investment in Read Write Inc books (PEF plan). Investment in wider reading materials / class libraries (PEF plan).			

Increased reading confidence and enjoyment across the school.	<ul style="list-style-type: none"> • Pupil surveys about reading in school • Staff feedback on learner engagement with reading • Data on engagement with wider reading (e.g. Accelerated Reader data) 	<ul style="list-style-type: none"> • Develop key opportunities for reading, listening and talking within context for learning plans across the school • Development of class libraries, including diversifying reading materials (“windows and mirrors”) • Continued use of Read Write Inc (P1 & P2 this year), Accelerated Reader, My Rising Stars and planned reading schemes (Rigby Star, Big Cat, Code X (SfL) and novel studies / book detectives) to support shared approaches to reading and offer more continuous and consistent progression in reading across the school 	By February 2023	<p>Reading leaders to support class teachers in developing libraries.</p> <p>Investment in diverse range of texts (fully funded by a school partner).</p> <p>PEF investment in schemes / resources.</p>			
There is better quality of feedback in writing and increased attainment.	<ul style="list-style-type: none"> • Writing moderation • Samples of assessed writing and jotters • SEEMIS Progress & Achievement data for writing 	<ul style="list-style-type: none"> • Develop opportunities for continued moderation of writing across the school • Focus on teaching skills and tools for writing at the early stages, looking at use of Read Write Inc programme and application of skills beyond the programme • Use of Fresh Start programme to target key learners in upper school (SfL) • Develop agreed approaches to writing feedback 	August – June	<p>DHT to support modelling of feedback approaches in writing.</p> <p>Reading Leader (lower school) to support consistency in approaches to writing across the school.</p> <p>Investment in RWI writing resources and Fresh Start programme.</p>			
Teachers make more use of the concrete, pictorial, abstract approach to develop children’s numerical knowledge and understanding.	<ul style="list-style-type: none"> • Observations of learning and teaching • Assessment evidence and SEEMIS Progress & Achievement 	<ul style="list-style-type: none"> • Develop and implement a whole-school concrete, pictorial, abstract approach to supporting children’s numerical understanding 	August – June	<p>PEF investment in concrete resources for numeracy.</p> <p>Numeracy lead to support CLPL and staff development.</p>			
P6 and P7 Pupils targeted for Numeracy Support for Learning make increased Numeracy progress.	<ul style="list-style-type: none"> • Assessment evidence and results for targeted numeracy group • SEEMIS Progress & Achievement data for targeted pupils 	<ul style="list-style-type: none"> • Use of teaching programme and concrete materials (Numicon Big Ideas) to target attainment in numeracy in P6 and P7 • Develop consistency in approaches in P6 and P7 to assessment and tracking of numeracy progress 	August – June	<p>SfL teacher to lead improvements using Numicon Big Ideas resource and concrete materials (PEF investment this year).</p>			

PEF Summary of proposed spend

Funding Allocation	£9234	Carry forward from previous year	£500	Total	£9734
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Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
Read Write Inc resource to support reading – online subscriptions (OUP and Ruth Miskin).	£1580				
Investment in Read Write Inc writing resources	£800				
Texthelp resource to support writing	£189.17				
Investment in Read Write Inc and novel studies books	£1500				
Investment in Fresh Start resource	£1500				
My Rising Stars reading subscription (supporting home learning)	£742				
Class libraries investment	£858				
Active Adventure Day enrichment activities	£800				
Investment in play resources across the school	£564.83				
Concrete materials for numeracy	£1200				
					Total for 2022/23
Non-Staff Total 2022/23	£9734	Staff Total 2022/23			