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# Early Years, Primary & Secondary Data Analysis & Self-Evaluation Document

SCHOOL: St Dominic's RC PS SEED: 5342821

## Data Analysis

It is recommended that all schools and settings take time to collate and analyse their data to ensure that they can make robust judgments about the progress they have made in raising attainment and closing the gaps.

Schools and settings should refer to quantitative and qualitative data at school level, as well as the data that has been collated within the PKC analysis suite. Please find the relevant links below:

### Early Years Data Profiles

[Nursery Data Profiles](#) are available on the analysis suite.

Please follow this link for [Early Years Developmental Milestones Data](#)

### Primary School Data Profiles

\*Pre-prepared primary school data profiles are available on the analysis suite at:

#### [School Profile Documents](#)

To create an updated profile, use this [tool](#). Select your school and wait for it to pull the information into one place (can take a few seconds). The profiler tool will collect summary data from each of the relevant profile areas for your school, however you may wish to open individual profilers to access more specific data that targets your needs.

**You can then create a word document or print directly to include in your Quality Improvement documentation.**

Updates to the analysis suite will be picked up any time you create a new profile. Please email: [ECInformation@pkc.gov.uk](mailto:ECInformation@pkc.gov.uk) if you have any further questions or issues.

There are bitesize videos on the school profiles and other tools [here](#)

Further training opportunities in how to effectively use the [analysis suite](#) and School Data profiles will be made available in due course.

### Secondary Attainment Profiles

[Data profiles](#) are available in the Analysis Suite

## Clear Outline of Key Data and Analysis

Schools and settings who have created and completed their own template should delete the information below and **insert their own version**. It will be important to ensure that it includes all of the key elements outlined below.

### Primary School Data Analysis Template

All schools and settings should use this template if they do not have their own version.

1. **School context** (*Demographic Data*)
2. **Attainment data** (*Whole School*)
3. **Identifying gaps** (*Gap Analysis*)

### Sources of Data - What do you know?

**National comparator data** can be collated from a range of sources including -

- [BGE Benchmarking Tool](#) on GLOW
- [National School Information Dashboard](#)
- Analysis Suite – [Primary School Matching Tool](#) and [Comparator Groups](#)

### Key Local Data to support analysis:

- Pre-school developmental milestones;
- CfE Levels or National Qualification data in literacy and numeracy by SIMD quintiles;
- The gap between all children in each cohort and the most deprived, i.e., ACORN 5 literacy against overall literacy;
- Other gaps e.g., between boys and girls, ASN, EAL, Significant ethnic groups and LAC/care experienced learners;
- Use of PKC virtual comparator school, local and national statistics;
- Achievement awards within the school and the community;
- Attendance/Exclusions;
- HWB data e.g., engagement and perception scales, feedback from nurture intervention;
- Participation Rates;
- Parental Engagement; and
- Leaver destinations.

# Data Analysis

## 1. Demographic Data

Demographic data can help to understand your context and explain your story or journey. It can support leaders to think about approaches and mitigations that *may* be required.

School Demographic Data - [Analysis Suite – Primary Pupil Profiler \(video available to guide updating information\)](#)

[ACORN/SIMD distribution](#)

[Attendance Absence Exclusion – timeseries](#)

[Attendance profiler \(Primary\)](#)

Category Information		Whole School Contextual Information								
		All	Nursery	P1	P2	P3	P4	P5	P6	P7
Cohort										
Number on roll		168	26	22	15	24	28	19	19	15
Gender balance		BOYS 96 GIRLS 72	17 BOYS 9 GIRLS	12 BOYS 10 GIRLS	BOYS 6 GIRLS 9	BOYS 12 GIRLS 12	BOYS 13 GIRLS 15	BOYS 14 GIRLS 5	BOYS 13 GIRLS 6	BOYS 9 GIRLS 6
%Acorn 4&5 <i>PKC /key comparator</i>		38%		36.4% (8)	33.3% (5)	27.3% (6)	35.7% (10)	47.4% (9)	47.4% (9)	40% (6)
% SIMD 1&2 <i>PKC /key comparator</i>		26.06%		19% (4)	36% (5)	9% (2)	15% (4)	25% (5)	17% (3)	0%
% Attendance (AAE) <i>PKC /key comparator (28.03.23)</i>		91.94%		93.67%	93.70%	91.9%	90.83%	92.5%	89.27%	92.32%
% CEYP <i>PKC /key comparator</i>		6 – 3.6%	3.8% (1)	0	0	4.2% (1)	7.14% (2)	0	5.3% (1)	6.7% (1)
% ASN* (categorise) <i>PKC /key comparator</i>  <i>L/S -Language or speech difficulty</i>		30.3% (43)		36.4% (8)	20% (3)	20.8% (5)	25% (7)	26.3% (5)	53% (10)	33% (5)
			L/S 3.8% (1) SEB 7.7% (2) Physical: 3.8% (1) EAL 3.8% (1)	L/S 13.6% (3) SEB 9% (2) EAL 13.6% (3)	SEB 6.7% (1) YC: 6.7% (1)	SEB: 12.5% (3) Physical: 4.2% (1) YC 4.2% (1)	L/S: 3.6% (1) SEB: 7.1% (2) Physical: 3.6% (1)	SEB: 5.3% (1) Physical: 10.5% (2) Other specific: 15.8% (3)	L/S: 5.3% (1) Physical: 5.3% (1) EAL: 21% (4) YC: 5.3% (1)	L/S 6.7% (1) SEB: 6.7% (1) Physical: 6.7% (1)

<i>SEB: Social, emotional &amp; behavioural</i>  <i>YC – Young Carer</i>			Family: 3.8% (1)				EAL: 3.6% (1) Interrupted learning: 3.6% (1) Other specific: 3.6% (1) Other: 3.6% (1) Visual: 3.6% (1) Hearing: 3.6% (1)	Dyslexia: 5.3% (1) Visual: 5.3% (1)	Interrupted learning: 5.3% (1) ASD: 4 Mental health: 5.3% (1) Dyslexia: 5.3% (1)	Interrupted learning: 6.7% (1) Other moderate: 6.7% (1) Dyslexia: 6.7% (1) Visual: 20% (3) Hearing: 13.3% (2)
% EAL <i>PKC /key comparator</i>		13% (22)	3.8% (1)	13.6% (3)	6.7% (1)	8.3% (2)	17.9% (5)	31.6% (6)	15.8% (3)	6.7% (1)
% BME <i>PKC /key comparator</i>		16.7% (28)	3.8% (1)	18.2% (4)	6.7% (1)	8.3% (2)	25% (7)	31.6% (6)	31.6% (6)	6.7% (1)
% Young Carers <i>PKC /key comparator</i>		0	0	0	6.7% (1)	4.2% (1)	0	0	5.3% (1)	0
% Gypsy Traveller <i>PKC /key comparator</i>		1.2% (2)	0	0	6.7% (1)	4.2% (1)	0	0	0	0
% Refugees <i>PKC /key comparator</i>		1.8% (3)	3.8% (1)	0	0	0	3.6% (1)	10.5% (2)	5.3% (1)	0

***\*Ensure categories used are relevant to your own context – add or delete as appropriate.***

**What does the *demographic data* tell you about your context?**

Category	Key Factual statements
<ul style="list-style-type: none"> <li>• ASN</li> <li>• Attendance</li> <li>• ACORN</li> <li>• Gender balance</li> </ul>	<ul style="list-style-type: none"> <li>- Almost one third of pupils in the primary setting have at least one additional support need recorded.</li> <li>- In P6, more than half of learners have at least one additional support need</li> <li>- In all 7 year groups in the primary setting, attendance is lower than PKC target of 96%</li> <li>- More than one third of pupils live within ACORN 4 &amp; 5 areas</li> <li>- Almost half of pupils in P5 and P6 live within ACORN 4 &amp; 5 areas</li> <li>- There is a larger proportion of boys in the school, from ELC to P7. (57% boys to 43% girls)</li> </ul>
	<p>What might this data indicate?</p>
<ul style="list-style-type: none"> <li>• ASN</li> <li>• Attendance</li> <li>• ACORN</li> <li>• Gender balance</li> </ul>	<ul style="list-style-type: none"> <li>- There is a higher than average amount of pupils with ASN- perhaps due to the size of the school and the lack of open plan areas</li> <li>- There is an issue with attendance</li> <li>- This data lacks accuracy in our contact and we are lucky in that we know the area very well</li> <li>- Perhaps need more outdoors/ physical learning to give confidence to attend.</li> </ul>

## 2. Attainment Data – Whole School

School Data - **Analysis Suite – Overall attainment**  
**SNSA and CfE comparison data**  
**ACORN % Gap overview**

Category	Attainment Data %			
	Listening and talking	Reading	Writing	Numeracy
Cohort (no.)				
P1 all	86%	86%	86%	95%
P1 boys	92%	100%	92%	100%
P1 girls	78%	67%	78%	89%
P1 Acorn 4&5	75%	88%	75%	100%
P1 SIMD 1&2	84%	84%	84%	95%
P1 ASN	67%	100%	67%	100%
P1 EAL				
P1 SNSA at expected level or above				
P4 all	85%	85%	81%	81%
P4 boys	85%	85%	77%	85%
P4 girls	85%	85%	85%	77%
P4 Acorn 4&5	89%	89%	89%	78%
P4 SIMD 1&2	83%	83%	78%	78%
P4 ASN	67%	67%	67%	67%
P4 EAL				
P4 SNSA at expected level or above				
P7 all	93%	93%	93%	93%
P7 boys	88%	88%	88%	88%
P7 girls	100%	100%	100%	100%
P7 Acorn 4&5	83%	83%	83%	83%
P7 SIMD 1&2	93%	93%	93%	93%
P7 ASN	75%	75%	75%	75%
P7 EAL				
P7 SNSA at expected level or above				

*\*Ensure categories used are relevant to your own context – add or delete as appropriate.*

<b>1.3 LEADERSHIP OF CHANGE</b>	<b>How well are you doing?  What's working well for your learners?</b>	<b>How do you know?  What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?  What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6- point scale?</b>
<ul style="list-style-type: none"> <li>• <b>Developing a shared vision, values and aims relevant to the school and its community.</b></li> </ul>	<ul style="list-style-type: none"> <li>• St Dominic's RCPS &amp; ELC have developed a shared vision, values and aims which are meaningful and underpin everything we do.</li> <li>• All staff across our settings are committed to achieving the best possible outcomes for our learners.</li> <li>• Teaching staff use the GTC's professional standards to reflect on their practice through the PRD process and align professional development to our improvement priorities.</li> <li>• ELCC staff use standards from Care Inspectorate, HGIOELC and the SSSC to reflect on their practice and plan their professional development through the ERD process aligned to improvement priorities.</li> <li>• ELCC continues to embed 1140 hours</li> <li>• Staff have sought out creative ways to enhance the experiences for children</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, parents and pupils were involved in developing our VVAs</li> <li>• This session we focused learning on Values and led Diocesan Education Mass with a values theme</li> <li>• Our values of; faith, hope and love and are embedded throughout the school via, assemblies displays and core learning and have been promoted through updated website.</li> <li>• All staff subscribe to our vision, values and aims and demonstrate these in their working practice.</li> <li>• All learners know and demonstrate our values and can discuss the importance of them in their school life.</li> <li>• In Assemblies groups reviewed our values with their peers and almost all our children continue to hold these values dearly.</li> <li>• Staff handbook has been updated and includes VVA</li> <li>• Values are referred to in restorative conversations</li> <li>• Our young people take on various responsibilities for gathering evaluations and making improvement plans,</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support parents understanding of importance of our VVA for raising attainment.</li> <li>• Support our Parent Council to engage with our VVAs when supporting school improvement</li> <li>• To ensure that the high expectations of learners is consistent across the whole community.</li> <li>• To support peripatetic and supply staff to engage quickly in the school ethos, which is in the school handbook.</li> </ul>	<p><b>5</b></p>



		<p>in classes and across the school – RRS steering group, ECO group, Pupil council, Community and fundraising, Digital Leaders, Playground leaders</p> <ul style="list-style-type: none"> <li>• If opportunities for positive change become available out-with our planned improvements, we take them</li> <li>• Parents are beginning supported the school's improvement agenda and are becoming more aware of the raising attainment agenda</li> <li>• Improvement plan targets are identified from our annual self-evaluation</li> <li>• We take cognisance of the National Improvement Framework key priorities and local authority priorities</li> <li>• We use data from holistic on going assessments, SNSA and in-house assessments to inform our improvement priorities.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Strategic planning for continuous improvement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Robust self-evaluation is the basis for our continuous improvement</li> <li>• Staff are empowered to implement small tests of change and improvements in pedagogy or service delivery to further enhance our provision.</li> <li>• The team are dedicated and committed to continuous improvement to enhance experiences and outcomes for our young people. Parent Council are empowered to discuss school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• If opportunities for positive change become available out-with our planned improvements, we take them</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff should be supported to be able to articulate their role involved in the process of change and in evaluating the impact of improvements.</li> <li>2. All staff should take leadership roles</li> <li>3. Carefully planned individual and collective career-long professional learning.</li> </ol>	

<ul style="list-style-type: none"> <li>• <b>Implementing improvement and change</b></li> </ul>	<ol style="list-style-type: none"> <li>1. We have an annual improvement plan which is created collegiately and has clear roles, responsibilities and timescales</li> <li>2. SMT promote leadership at all levels.</li> <li>3. 37% of our pupils live in ACORN 4 and ACORN 5.</li> </ol>	<ol style="list-style-type: none"> <li>4. Parents have supported the school's improvement agenda and are becoming more aware of the raising attainment agenda</li> <li>5. Improvement plan targets are identified from our annual self-evaluation We have become more strategic about consulting with support staff</li> <li>6. We use data from holistic on going assessments, SNSA and in-house assessments to inform our improvement priorities</li> <li>7. We take cognisance of the National Improvement Framework key priorities and local authority priorities</li> </ol>	<ol style="list-style-type: none"> <li>1. Use Laudato Si to support RRS and ECO work</li> <li>2. Opportunities for learners and staff to regularly engage in critical and creative thinking</li> <li>3. Staff will be empowered to continue to implement small tests of change and improvements in pedagogy or service delivery to further enhance our provision in numeracy and maths.</li> </ol>	
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## Self- Evaluation Document

<b>2.3 LEARNING, TEACHING AND ASSESSMENT</b>	<b>How well are you doing?  What's working well for your learners?</b>	<b>How do you know?  What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?  What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6- point scale?</b>
<ul style="list-style-type: none"> <li>• <b>Learning and engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Our learning environments are based on nurturing positive relationships with children's rights aligning.</li> <li>• Learners' voice is an integral part of learning and teaching and whole school ethos. Learners are encouraged to participate in decision making processes and become independent learners.</li> <li>• Almost all of our learners are actively engaged in their learning and participate well. They contribute to the life of the school.</li> <li>• The UNCRC is embedded across the settings in a planned and coordinated way .</li> <li>• Staff worked together to create an updated home learning policy and shared this with all parents and surveyed parents views</li> </ul>	<ul style="list-style-type: none"> <li>• All staff place high value on positive relationships.</li> <li>• All teachers, classroom assistants and clerical staff have received some training in Restorative Approaches.</li> <li>• All learning environments have charters developed by learners and supported by staff.</li> <li>• All learners can talk about their rights.</li> <li>• As a learning community we are always praised for children's behaviour when out in the local or wider community.</li> <li>• We have achieved our Gold reaccreditation for RRS</li> <li>• Informal and formal observations and discussions with teachers.</li> <li>• Staff have become skilled in using available data to identify gaps in learning. Resources have been used to target class, group assessments</li> <li>• Robust tracking mechanisms are in place across settings</li> <li>• Staff across all settings are highly skilled at adapting teaching for the needs of individual learners. With the focus firmly on developing social and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Through a consultation process review and update our promoting positive behaviour policy</li> <li>• All staff to have extended training in nurture and self-regulation skills</li> <li>• Through our new communications policy continue to develop our communication friendly environments</li> </ul>	<p><b>4</b></p>

<ul style="list-style-type: none"> <li>• <b>Quality of teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• Our learning gaps have been identified.</li> <li>• The quality of our teaching is good. Our Learners benefit from good learning and teaching which is underpinned by our shared values.</li> <li>• Staff use a range of pedagogical approaches, learning experiences and technologies in creative ways to develop motivated, confident and independent learners.</li> <li>• Staff demonstrate quality interactions to develop confident, independent learners.</li> <li>• Staff are committed to CLPL.</li> </ul>	<ul style="list-style-type: none"> <li>• In all classes a wide range of teaching approaches are evident.</li> <li>• Most staff make effective use questioning to promote higher-order thinking skills (HOTS).</li> <li>• Some staff take active approaches in literacy and numeracy.</li> <li>• Digital technology is used increasingly to enhance learning experiences across all settings.</li> <li>• Our young people have the opportunity to make choices in their learning.</li> <li>• Learners receive feedback to support their learning.</li> <li>• All learners have regular 1:1 learner conversations and set targets with their keyworker/ teacher.</li> <li>• This session we have moderated our assessments of levels with our stage partners</li> <li>• Almost all of our learners can use Teams and have engaged positively with their home learning.</li> <li>• Across all settings targets are shared with all team members and parents. Observations in relation to them are made.</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogy in Primary 1 and Primary 2 should continue to be researched in order that learners can make choices and lead learning. These classes will continue to be supported by EY ECP.</li> <li>• To ensure that all staff take active approaches to literacy and numeracy</li> <li>• To develop a curriculum pathways in digital technologies that support creative skills for developing the young workforce</li> <li>• That all staff become confident in their delivery of modern languages</li> <li>• To mentor and support teachers in their delivery of very good learning and teaching</li> <li>• To consult learners on what makes an excellent lesson.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Effective use of assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• We employ a range of assessment strategies to support judgements, track progress and identify next steps.</li> <li>• Learners know their strengths and next steps in learning which are</li> </ul>	<ul style="list-style-type: none"> <li>• A range of evidence is gathered to support assessment judgements, SNSA, POLAR, PM reading, SWIST, Renfrew Word Finding, and Word Aware as well as TJ- and maths baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Plan further opportunities for pupils to apply learning in new and unfamiliar contexts to enhance our assessment information.</li> <li>• Self, peer and teacher assessments are evident across our provision.</li> </ul>	

	<p>developed together with their teachers.</p> <ul style="list-style-type: none"> <li>• Across all settings targets are developed in partnership with pupils, parents and teachers/ key workers.</li> <li>• Staff know their children very well and share learning intentions and success criteria.</li> </ul>	<p>assessments are used across literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• Staff in all settings moderate to help support professional judgements.</li> <li>• Assessment information has been shared with parents throughout the session in response to parent feedback.</li> <li>• Staff and learners use and co-create learning intentions and success criteria,</li> <li>• Staff are becoming more skilled with the use of questioning,</li> <li>• Floorbooks in the ELC show genuine partnership with children in planning.</li> <li>• The ELC -CT works with a targeted group of children on early communication and number skills and some progress has been made.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to revisit and practise formative assessment strategies</li> <li>• To ensure that class teachers effectively track learning and provide evidence to support judgements</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Planning, tracking and monitoring</b></li> </ul>	<ul style="list-style-type: none"> <li>• ELC staff are knowledgeable about stages of development and the progression of skills within Early Years and use their knowledge to support effective planning and assessment.</li> <li>• We plan collegiately annually. Teachers plan termly and weekly.</li> <li>• Benchmarks and progression frameworks are used by almost all teaching staff when planning for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Where Child's Plans are in place they are reviewed regularly involving learners, parents, teachers and support staff.</li> <li>• Our annual monitoring calendar identifies key tracking periods and what is to be tracked.</li> <li>• All pupils are tracked in literacy and numeracy</li> <li>• ELC have their own tracking tool</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers planning folders to include what planned assessments will be used and indicate when moderation will occur.</li> <li>• Formalise our moderation processes and include LMG activities.</li> </ul>	

<b>3.1 ENSURING WELLBEING EQUALITY AND INCLUSION</b>	<b>How well are you doing?</b>  <b>What's working well for your learners?</b>	<b>How do you know?</b>  <b>What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?</b>  <b>What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using HGIOS 4 /HGIOS ELC 6-point scale?</b>
<ul style="list-style-type: none"> <li><b>Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>Our learners' wellbeing is at the heart of all that we do.</li> <li>All staff care for our learners and are determined that they will have the best possible care, support and opportunities in their learning</li> <li>All staff are familiar with GIRFEC and SHANARRI and their responsibilities within.</li> <li>Individual needs are being met – providing a bespoke programme when required.</li> <li>We have a nurturing and positive learning environment where pupils feel listened to.</li> <li>Learners and staff are happy and secure at school.</li> <li>Effective outcomes from restorative conversations</li> </ul>	<ul style="list-style-type: none"> <li>We have a nurturing and positive learning environment where pupils feel listened to.</li> <li>Learners and staff are happy</li> <li>All learners have an understanding of the Rights of the Child</li> <li>Support Staff are beginning to use the Wellbeing Wheel with children if we have a wellbeing concern.</li> <li>Most learners are familiar with SHANARRI through assemblies.</li> <li>Staff know our learners' very well and are caring and nurturing of them.</li> <li>Our learners know who they can talk to if they are worried or need to talk.</li> <li>All of parents asked agree that their child's emotional wellbeing is supported</li> <li>We implemented the ICE health survey and use the results to identify interventions</li> </ul>	<ul style="list-style-type: none"> <li>Review Nurture Practices.</li> <li>To continue to prioritise mental health.</li> <li>To continue to implement nurture and CIRCLE planning.</li> <li>To attend training with ED Psych on ASD and be supported by SALT in forming a communications policy</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li><b>Fulfilment of statutory duties</b></li> </ul>	<ul style="list-style-type: none"> <li>We comply with and actively engage with statutory requirements and codes of practice. All staff are fully engaged in promoting positive outcomes for all children.</li> <li>All Early Year's Practitioners are registered with the SSSC</li> </ul>	<ul style="list-style-type: none"> <li>All staff have received relevant Child Protection training and are aware of the school procedure for notifying the Child Protection Co-ordinator/Team of any concerns regarding children and their families.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to monitor statutory duties and compliance with risk assessments</li> </ul>	

	<p>and abide by its code of practice.</p>	<ul style="list-style-type: none"> <li>• Attendance is monitored and parents informed if attendance causes concerns.</li> <li>• Staff complete necessary training courses including online training to meet statutory requirements.</li> <li>• All information regarding statutory duties is contained in the staff handbook.</li> <li>• All staff have completed trauma training</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Inclusion and equality</b></li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion, equality and equity is at the heart of our provision.</li> <li>• We take a restorative, solution orientated approaches to disagreements.</li> <li>• All teaching and ELC staff have undertaken training in CIRCLE- up up and away</li> </ul>	<ul style="list-style-type: none"> <li>• All staff strive to ensure all our young people feel included and that we are one school and community of learning.</li> <li>• Across our settings we have equality of opportunity for all permeating the curriculum.</li> <li>• Our HWB and RCRE curriculum pathways celebrate diversity and challenge discrimination.</li> <li>• We are very sensitive to the needs of our whole learning community.</li> <li>• Strategies from CIRCLE Inclusive Classrooms are being used to support all learners in the classroom.</li> <li>• We analyse data to address barriers to learning taking into account Acorn, SIMD, FSM, LAC, ASN</li> <li>• Teaching staff completed Diversity training as part of the St John's cluster</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to implement CIRCLE plans and reflect on training</li> <li>• To develop an everybody's responsibility to ensure a nurturing ethos</li> </ul>	

<b>3.2 RAISING ATTAINMENT AND ACHIEVEMENT</b>	<b>How well are you doing?  What's working well for your learners?</b>	<b>How do you know?  What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?  What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6- point scale?</b>
<ul style="list-style-type: none"> <li><b>Attainment in literacy and numeracy</b></li> </ul>	<ul style="list-style-type: none"> <li>Most learners are attaining at their individual levels in literacy and numeracy. Those who require further support have been identified and strategies for improvement in attainment identified.</li> <li>All pupils are making progress from their prior learning in literacy and numeracy.</li> <li>Some pupils are exceeding expected levels in literacy and numeracy.</li> <li>Tracking of attainment is robust in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are confident making judgements about where their pupils are within a level.</li> <li>Results from a range of assessment sources such as SWST, PM Benchmarks, Renfrew Word Finding, Word Aware, TJS , maths benchmarking and SNSA.</li> <li>Teacher tracking and predictions.</li> <li>PM writing and further staff training has had a positive impact on the quality of writing for almost all learners. Overall attainment in writing has increased.</li> <li>Attainment for listening &amp; talking, reading and numeracy has also increased this year.</li> </ul>	<ul style="list-style-type: none"> <li>Address mathematics and numeracy pedagogy</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li><b>Attainment over time</b></li> </ul>	<ul style="list-style-type: none"> <li>Professional dialogue between teachers on children's attainment and achievement at a level at points of transition, ensure that children continue to make progress.</li> <li>A range of interventions such as 5-minute literacy box, pupil support teacher or other support staff, IDL, Precision Teaching, Toe by Toe, and Power of 2 are</li> </ul>	<ul style="list-style-type: none"> <li>Data includes a range of information, from summative and formative assessments and professional judgements and is linked to Acorn, SIMD, CP, FME and LAC data.</li> </ul>	<ul style="list-style-type: none"> <li>Attainment data identifies gaps in learning from a number of children who will be moving into P4, P5 and P6. A targeted approach of literacy and numeracy interventions combined with a parental engagement programme will continue to target learners, with a specific focus on those coming to the end of First Level.</li> </ul>	



	<p>used to support learners to attain their targets.</p> <ul style="list-style-type: none"> <li>• Staff and pupils prepare and share with parents an interim report. This is a focussed conversation about pupil progression and engagement.</li> </ul>		<ul style="list-style-type: none"> <li>• Academic and social skills of the new P7 for academic year 2023 -2024 are mostly good, with a few pupils forecast to have achieved second level prior to the end of the academic year</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Overall quality of learners' achievement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Our children are successful, confident, responsible contributors to their setting, school and wider community.</li> <li>• The school is proficient with P&amp;K data system for collecting and analysing data.</li> <li>• All teaching staff can predict and confirm achievement</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff are increasingly confident to award and moderate Levels</li> <li>• Data includes a range of information, from summative and formative assessments and professional judgements and is linked to SIMD, CP, FME and LAC data</li> <li>• Learners and parents are encouraged to share their achievements. Most children can confidently discuss their achievements both in an out of school, with staff and each other.</li> <li>• Tracking meetings and Child's plan reviews happen timeously and staff inform these accurately.</li> <li>• Data analysed and discussed at key points</li> <li>• Chronologies track input</li> </ul>	<ul style="list-style-type: none"> <li>• Review systems for monitoring and tracking attainment over time in other curricular areas using the Benchmarks to support teacher professional judgement.</li> <li>• Devise/identify a system for tracking achievements.</li> <li>• Pupils to evaluate and revise the House System</li> <li>• Children's targets to continue to be monitored to ensure progression.</li> <li>• CIRCLE resources continue to be fully implemented to ensure a nurturing environment for learning</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Equity for all learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff promote equity for all learners, and especially those facing disadvantage or challenging circumstances.</li> <li>• Child Plan meetings are timeously held.</li> <li>• PEF funding has had an impact on attainment</li> </ul>	<ul style="list-style-type: none"> <li>• All gap children have been identified and interventions have been developed be spoked to each learner</li> <li>• Progress is tracked in line with interventions</li> <li>• PEF funding has enabled the additional staffing of an Outdoor Learning specialist teacher</li> </ul>		