



Douglas Primary School & ELC

Standards & Quality Progress Overview

Session 2023-2024



Priority 1 – Raising Attainment in Literacy

Progress

1. Almost all staff have an enhanced understanding of the leadership principles for Talk for Writing and an agreed ELC and school policy on teaching writing across all stages of CJE has been created with clear progression pathways.
2. Almost all staff have an enhanced understanding of the principles of an effective reading lesson and an agreed ELC and school policy on the teaching of reading across all stages has been created.
3. All staff will have increased their use of data to identify and implement appropriate interventions to raise attainment in writing and reading.
4. Almost all pupils who were identified for intervention have increased their writing scores by 4 points on the criterion scale and those within reading have progressed by at least 1 book band.
5. Parental Engagement and Family Learning opportunities for supporting reading have increased in comparison to session 22/23.

Impact

1. Writing experiences within all classes have increased in line with 'Talk for Writing' approaches with an expectation that there is a daily writing session. Skills and progression of 'Talk for Writing' approaches are clear within new planning format leading to a clear progression of skills for writing from the ELC to P7.
2. A clear progression of reading within the ELC and school has been created, thus leading to an increased understanding of attainment of a level and effective practice of teaching reading within the classroom and school environment.
3. Learners who are not on track or being identified quickly and interventions to support learning are planned and reviewed on a termly basis. Feedback at Pupil Progress Meetings is that the use of data is having a positive impact on individual learner's progress across the literacy curriculum.
4. Identified learners are making progress at an individual level with a few progressing to being on track and the majority progressing a year in age on standardized tests between November 23 and May 24.
5. All parents/carers who provided feedback on parental engagement/family learning opportunities related to reading agreed that the experiences were valuable and had impacted positively on their child's literacy development.



Priority 2 – Raising Attainment in Numeracy

Progress

1. All staff will have an enhanced understanding of the principles of an effective numeracy lesson and an agreed ELC and school policy on the teaching of numeracy across all stages has been created.
2. All staff have increased their use of data to identify and implement appropriate interventions to raise attainment in numeracy.
3. All teaching staff to participated in Limitless Learning Training.
4. Almost all identified pupils for intervention have increased their standardized math age by at least 6 months.
5. Parental Engagement and Family Learning opportunities for supporting numeracy has increased for some stages in comparison to session 22/23.

Impact

1. A clear progression of numeracy within the ELC and school has been created, thus leading to an increased understanding of attainment of a level and effective practice of teaching numeracy within the classroom and school environment.
2. Learners who are not on track or being identified quickly and interventions to support learning are planned and reviewed on a termly basis. Feedback at Pupil Progress Meetings is that the use of data is having a positive impact on individual learner's progress in numeracy.
3. Evaluations from staff in relation to Limitless Learning training showed that most teaching staff felt it had been beneficial and it had made a positive impact on their practice in relation to the teaching of numeracy within their own classroom. Few were able to comment that it had impacted on attainment and achievement.
4. Identified learners are making progress at an individual level with a few progressing to being on track and the majority progressing more than 6 months in age on standardized tests between November 23 and May 24.
5. All parents/carers who provided feedback on parental engagement/family learning opportunities related to numeracy agreed that the experiences were valuable and had impacted positively on their own knowledge of how to support their child's learning at home.



Priority 3 – Developing the Young Workforce

Progress

1. Progressive skills based Outdoor Learning Planners have been created and will be implemented fully next session.
2. Most staff are confident in the use of Micro-bits to support the use of technologies in the curriculum.
3. Most staff are confident in the use of Google for Education to support learning and teaching.
4. By June 2024 most pupils will be familiar with the SLC Key Skills Framework.

Impact

1. Progressive skills-based planners have been shared with all teaching staff and initial feedback is positive in relation to having a progressive skills-based framework that links clearly to SLC Key Skill Framework.
2. & 3. Technologies to support learning and teaching have been evident in all classroom observations and in planning reviews. Staff and pupils have commented that it has led to increased pupil engagement and an increase in attainment and achievement for a few identified learners.
4. Pupils are beginning to use the language associated with SLC Key Skills Framework due to individual classroom recognition boards and weekly whole school assembly awards. This has led to increase in pupils being able to identify achievements out with attainment that they have gained throughout the session.



Priority 4 – Equity

Progress

Numeracy: Almost all identified pupils received additional support using IDL Numeracy and Spelling, and PEF funded SSA and recovery staffing. Additional numeracy teaching resources were purchased.

Literacy: All identified pupils received additional support through the use of IDL and Reading Eggs and PEF funded SSA and recovery staffing. Additional reading resources were purchased and CLPL was provided for some parents to help them understand the approach and encourage them to help their child access this at home.

Parental Engagement: Whole school access to Learning Journals was continued and monitored on a monthly basis. Analysis shows that engagement was lower in upper school classes and will need to be targeted next session. School app statistic show an increase in downloads and parental feedback highlights the app as a good communication channel. Additional resources were purchased for the school 'Living Library' and term 2 in the school & ELC hosted a weekly 'Ready, Steady, Read' challenge.

Health & Wellbeing: Access to Forest Schools for identified learners was limited due to staffing issues and timetable constraints. This will be planned in advance for next session to ensure that those learners identified can access both ODL opportunities and the Forest Schools.

Extra-Curricular Clubs: 3 blocks of extra-curricular clubs were organised throughout the session with a range of skills being covered. These were run by staff, parents and external agencies. 1 whole school trip took place along with individual class trips throughout the session.

Impact

- 7 identified children are achieving within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining pupils.
- 5 identified children are achieving within their expected age-range for reading, with the gap improving for almost all the remaining pupils.
- Parental engagement with online learning journals was at 85% on some occasions.
- School App download showed engagement of at least 90% of parent/carers.
- Family Learning Events was offered to all families within the school and at least 75% engaged in class-based activities and 50% in whole school activities.
- Impact on identified learners was difficult to measure as no access had been given to Forest schools only class ODL session.
- PB budget was used to fund a range of extra-curricular trips. Additional funding from the Parent Council funded extra-curricular clubs throughout the session that covered all stages from P1-7, with 85% of FME identified learners attending at least 1 trip or club throughout the session.



Respect

Positivity

Trust

Friendship

Determination