

Appendix A - Quarryhill School Action Plan - How Good is Our School?

- Develop high-quality learning and teaching, using topics which children find interesting. Teachers need to adopt a greater range of approaches to teaching, which motivate children more in their learning.
- Develop how teachers evaluate children's progress. Teachers need to use the information they gather to plan learning which provide all children with greater challenge.
- Raise attainment in literacy and numeracy across the school. This should include ensuring that targeted approaches to support children are successfully closing gaps in children's learning.

2.3 Learning, teaching and assessment - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	RAG
<p>In most lessons, children are not motivated by their learning. Teachers need to plan lessons, which interest children and engage them more meaningfully in their learning, promoting their motivation to learn.</p> <p>Teachers should now develop their skills to use a range of creative teaching approaches to motivate and engage children in their learning more effectively. This should include making use of a wider range of learning environments. Children need greater opportunities to work together in pairs and small groups.</p>	<ul style="list-style-type: none"> • SLT to encourage creativity when planning. Highlighting good examples during collegiate time/email circulation. • Stage/level planning, sharing ideas. • Whole school focus weeks (dates/themes to be decided). • Explore IDL headings (topic titles) in line with children's interests, use agreed bundled E&Os/progressions for each curricular area. • Further develop use of 'Big Questions' for IDL contexts. • SLT to track engagement levels using Glasgow Wellbeing Survey. 	Lessons/areas of interest will increase learner engagement.	May '24	In-Service day input – positively received. Staff motivated to be creative in their teaching approaches.	Green
			Ongoing		Yellow
			Sept '24		Yellow
			May '24		Green
			Ongoing		Yellow
			Aug '24		Yellow
Teachers should continue with their plans to review their classroom layouts to provide motivating and enriching learning environments.	<ul style="list-style-type: none"> • Further develop use of CIRCLE framework. CTs to create clear plans for improvement. • SLT – learning walk focus. 	Improved classroom environments will engage children better in their learning.	Sept '25	This is being led by the DHT and will be further embedded at the beginning of the 24/25 session.	Yellow
			Sept '24		Red

	<ul style="list-style-type: none"> Peer classroom visits to evaluate environments, be a critical friend. HWB group created to support improvements linked to CIRCLE. Action plan to be developed. Phase one – Hub, Rainbow Room, Library. Phase two – classrooms. 		June '24		
The school's values are not a prominent feature within the school. Staff need to review the school's values to represent the school's current context better.	<ul style="list-style-type: none"> All stakeholders to be involved in audit and refresh of school's vision, values and aims. (Parent/carer, staff and learner focus groups/ questionnaires.) Stakeholder involvement in creation of school mascot/motto aligned with V, V & A. Create a video to showcase refreshed vision, values and aims. 	Shared understanding of values will help to create a consistent understanding of expectations across the school.	Sept '24 August '24 Nov '24	Teaching and support staff input have been gathered. Phase 2 will involve Pupil Voice and the wider community input before going back to a small working group for draft write up (Phase 3).	
Teachers are not yet implementing play-based approaches to learning in P1. Senior leaders need to support teachers, through appropriate professional learning, to develop their awareness and understanding of national guidance on play pedagogy .	<ul style="list-style-type: none"> Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Westpark. <ul style="list-style-type: none"> Share/discuss relevant reading materials. Peer support to improve role of the adult/interactions, spaces and experiences. P1 CTs co-plan, engage in professional learning (linked to DHT book group). Develop P1 environment. Improve transition approaches with ELC. 	Staff will be able to support and extend children's learning through play.	March '24 Aug '24 June '24	Group established. Dates set for improvement planning support sessions. Several sessions have already taken place and further visits have already been planned.	
Teachers spend too much time giving whole-class instructions. This leads to children becoming distracted	<ul style="list-style-type: none"> SLT/CTs to develop and review approaches to planning to ensure learners are leading their own learning. 	Teachers will plan more clearly for different groups of children within each class to ensure all children make	June ' 24	Progressions have now been developed for Numeracy, Literacy and IDL.	

<p>and disengaging from their learning.</p> <p>A few teachers plan learning at the right level of difficulty to support children to access their learning. Teachers need to continue to develop the use of progression frameworks when plan learning to meet the needs of all learners.</p> <p>Teachers need to develop lessons which offer increased pace and challenge in learning consistently across the school.</p>	<ul style="list-style-type: none"> • SLT/CTs to develop and review their approaches to planning to ensure they plan children's learning progressively through the CfE levels. • CTs to agree weekly planning format. (Include assessment/evaluations.) • SLT/CTs to use quality assurance processes to ensure lessons are appropriately challenging. • Peer observations to be conducted (CT to create observation sheet to collate feedback/notes for improvement planning purposes). • Progression frameworks created Numeracy, Writing, Phonics and Reading. (Review and evaluate.) 	<p>greater progress in their learning.</p>	<p>June '24</p> <p>April '24</p> <p>Ongoing</p> <p>July '24</p> <p>May '24</p>	<p>Many peer observations have already taken place and final observations taking place over the next two weeks.</p> <p>A comprehensive planning folder is in the final stages of development, having been reviewed by teaching staff and wider community. This will now be in place for the 24/25 session. It provides clear guidance, expectations and progressions for planning of learning and assessment.</p>	<p>Green</p> <p>Green</p> <p>Yellow</p> <p>Yellow</p> <p>Green</p>
<p>Teachers need to give children the opportunity to lead their own learning, develop their independent learning skills choosing their own resources, including digital technologies, which will aid their learning.</p>	<ul style="list-style-type: none"> • Further develop choice and autonomy across the school. (Assignments, projects, group work, goal setting - determine own path.) • SLT ensuring there is time allocated to sharing ideas/examples. • Learner involvement linked to IDL planning, use of Big Questions. 	<p>Learners will develop independent learning skills, leading their own learning with increased confidence.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Aug '24</p>	<p>Training during Inservice days around IDL planning has taken place. Led by QIO and DHT/PT.</p> <p>Stage planning of topics for Term 4 with a focus on creativity, enjoyment and how to engage learners in leading their learning.</p>	<p>Yellow</p> <p>Yellow</p> <p>Yellow</p>
<p>Teachers need to develop further how they explain to children what they are learning and to help them identify how successful they have been.</p>	<ul style="list-style-type: none"> • SLT to ensure there is clarity/consistency across the school regarding quality learning intentions and success criteria. 	<p>Children will be clear about the knowledge and skills they are developing or how they will know they have been successful.</p>	<p>June '24</p>	<p>Professional learning took place with ASG school during Inservice Day with a focus on developing effective LI/SC.</p>	<p>Green</p>

	<ul style="list-style-type: none"> • 'Quality LI/SC' CLPL sessions to be undertaken by all CTs. LI & SC PP.pptx • SLT to quality assure through learning walks/classroom observations. • Pupil focus group to be used to evaluate progress. 	Children are supported more effectively to develop an understanding of their next steps in learning.	<p>May '24</p> <p>Ongoing</p> <p>Oct '24</p>	Moderation of LI/SC took place in June 24 as part of collegiate time.	<p>Green</p> <p>Yellow</p> <p>Red</p>
Teachers' use of questioning is predominantly limited to eliciting answers from children. They now need to develop how they use questions more effectively to promote children's curiosity and thinking skills.	<ul style="list-style-type: none"> • 'Effective Questioning' CLPL sessions to be undertaken by all CTs/PSAs. Higher Order Questioning & Thinking.pptx • SLT to quality assure through learning walks/classroom observations/planning evidence. • Question examples provided for Numeracy. 	More skilled questioning techniques will promote children's curiosity and help children to reflect more on their learning.	<p>Sept '24</p> <p>Oct '24</p> <p>April '24</p>	Teachers have access to high-quality questioning and sentence stems as part of the numeracy progressions. CTs are encouraged to use these throughout lessons.	<p>Red</p> <p>Red</p> <p>Green</p>
Teachers should now develop how they use high- quality feedback to support children's learning across the school. This should include giving children increased opportunities to review their own, and their peers' work.	<ul style="list-style-type: none"> • Feedback CLPL sessions to be undertaken by all CTs/PSAs. • SLT to quality assure through learning walks/classroom observations. • Pupil focus group to be used to evaluate progress. 	Learners will be able to identify next steps in their learning. Learners will receive consistently high quality verbal and written feedback.	<p>Sept '24</p> <p>Nov '24</p> <p>Nov '24</p>		<p>Red</p> <p>Red</p> <p>Red</p>
Teachers need to develop their use of assessment data further. Assessments needs to inform how staff plan learning, building more effectively on what children can already do. Teachers	<ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the 	Consistent approaches evident regarding use of assessments to support teachers' professional judgements throughout the school.	<p>June '24</p> <p>Oct '24</p>	CTs have been delivering CLPL 'Working Lunch' sessions for colleagues in the area of planning for Reading throughout term 3 and 4.	<p>Green</p> <p>Red</p>

<p>need to develop approaches to assessment which provide robust information on children's progress in all areas of the curriculum. Teachers need to continue to develop their skills in analysing data gathered from tracking and monitoring activities.</p>	<p>curriculum. (Promote collaboration/learning from each other.)</p> <ul style="list-style-type: none"> • SLT to continue to develop monitoring and tracking systems to support data analysis. 		<p>May '24, Nov '24, Feb '25.</p>	<p>Robust assessment and data practices have been developed and are being implemented. They now form part of the tracking meetings with CTs. More robust conversations have taken place with SLT linked to planning & assessment in order to meet individual learners' needs.</p>	
<p>SLT continue to gather data linked to learner progress and need to develop this further to support them to identify how well children facing additional challenges are progressing.</p>	<ul style="list-style-type: none"> • HT to link in with Suzie Wood, Education Scotland Attainment Advisor. • HT to continue to engage in data discussions with QIO. • PT to ensure assessment processes and data used effectively when planning targeted support. 	<p>Progress for learners facing additional challenges will be tracked and monitored.</p>	<p>April '24</p>	<p>HT and DHT/PT have met with SW to review how PEF is used to better meet learners needs.</p>	
			<p>May '24, Nov '24, Feb '25.</p>		
			<p>Aug '24</p>	<p>PT has piloted a new SfL approach to meeting the needs of targeted children. The impact of this will be reviewed at the beginning of the next session. Feedback from CTs and initial phonics assessments indicate a positive impact.</p>	
<p>Teachers are beginning to develop their skills in moderating children's work. Senior leaders should continue to support teachers to develop their understanding of national standards.</p>	<ul style="list-style-type: none"> • SLT to provide opportunities for moderation across the school. (Stage/level planning, teaching and evaluating/assessing.) • SLT to provide opportunities for moderation with CTs from other settings. • Maths Moderation session to be undertaken. • Literacy Moderation session to be undertaken. 	<p>Improved understand regarding progression through Curriculum for Excellence levels.</p>	<p>Ongoing</p>	<p>Moderation in numeracy and literacy has already taken place in terms 3 and 4, led by subject leads.</p>	
			<p>Ongoing</p>		
			<p>May ' 24</p>	<p>Further moderation by SLT will take place throughout the next session. Referring to the planning folder documentation for guidance and clarity.</p>	
			<p>Sept '24</p>		

3.2 Raising Attainment & Achievement - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Stakeholders & timescales	Evidence and confirmed completion	RAG
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<p>Improve attainment in Literacy and English.</p>	<p>SLT/CTs to agree expectations for teaching Literacy, closely considering the following points:</p> <ul style="list-style-type: none"> • Listening & Talking focus: <ul style="list-style-type: none"> - Increase opportunities to share their learning with an audience, give presentations and lead group discussions. - CTs to ensure skills ensure these skills are taught regularly and provide opportunities for children to apply their skills. • Reading focus: <ul style="list-style-type: none"> - Increase use of inferential and evaluative questions. - Focus required - adding more expression when reading aloud. - Focus – reading for pleasure (visiting library, borrowing books, breadth of different texts). • Writing focus: <ul style="list-style-type: none"> - Early level – focus on the letter formation. Increase opportunities to develop writing skills through play contexts. - First & Second Level – increase opportunities to write at length/variety of purposes. - Presentation and handwriting focus, across the school. 	<p>The majority of children making greater progress from their prior levels of attainment in Literacy.</p>	June ' 24	<p>Expectations have been developed, agreed and now form part of the learning & teaching guidance and expectations.</p> <p>This has been shared with all teachers and is contained within the planning folders that each class teacher will work from next year.</p> <p>Quarryhill Planning Guidelines document has also been developed and reviewed by staff.</p>	
			June ' 24		
			June '24		

<p>Improve attainment in Numeracy and Mathematics.</p>	<p>SLT/CTs to agree expectations for teaching Numeracy, closely considering the following points.</p> <ul style="list-style-type: none"> • Number, money and measurement. <ul style="list-style-type: none"> ➤ Early Level: <ul style="list-style-type: none"> - Support to develop their skills in recognition of coins to £2. - Focus required - correct number formation. • First Level: <ul style="list-style-type: none"> - Focus required - subtraction using exchange. • Second Level: <ul style="list-style-type: none"> - Focus required - calculating percentages of a given quantity. <p>All levels – opportunities to apply their learning in numeracy and mathematics in real-life and problem solving contexts.</p> <ul style="list-style-type: none"> • Shape, position and movement. <ul style="list-style-type: none"> - Support to identify acute, obtuse and straight angles. • Information handling. <ul style="list-style-type: none"> - Children need more opportunities to present and interpret information using a variety of formats. 	<p>The majority of children making greater progress from their prior levels of attainment in Numeracy.</p>	<p>Aug '24</p>	<p>Planning Guidelines document has been developed. Numeracy lead will break this down into numeracy specific points similar to literacy.</p>	
	<ul style="list-style-type: none"> • All children would benefit from using digital technology to display data in a variety of ways. 		<p>Oct '24</p>		

<p>Senior leaders are at the early stages of gathering robust data and using this to track attainment in literacy and English, and numeracy and mathematics over time.</p> <p>Senior leaders need to accelerate progress in all curricular areas for most learners.</p>	<ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) • SLT to create a clear assessment calendar and system for tracking and monitoring accurate data. 	<p>CTs increased confidence in their use of a range of assessments, data, and moderation activities will ensure professional judgements are increasingly robust.</p>	<p>June '24</p> <p>Sept '24</p> <p>Sept '24</p>	<p>Robust assessment practices are now being embedded in the area of phonics, writing and numeracy. Attainment meetings with SLT refer to this data to ensure conversations are informed by data and how this is being used to meet individual learners needs.</p> <p>A whole school tracker is used by SLT to identify trends in numeracy and literacy. This will now inform how provision and support is targeted across the whole school.</p> <p>An assessment calendar has now been created that provides clarity around what CTs are expected to assess, what documentation is to be used and when assessments are to be carried out.</p>	
<p>Staff need to track the performance of specific groups of children, such as by gender and those with barriers to learning. This will support further their understanding of children's progress over time and identify any gaps in children's learning which need to be addressed.</p>	<ul style="list-style-type: none"> • Systems to be established to enable staff to monitor and report on the progress of learners (i.e. EAL/Care Experienced learners). • Focus on specific cohorts – May tracking meetings. 	<p>Staff are able to use assessment information effectively to accelerate children's progress.</p>	<p>May '24</p> <p>May '24</p>	<p>Tracker for Care Experienced children has been implemented and used by staff.</p> <p>Whole school tracker is now being used by SLT to track specific cohorts and groups of children.</p>	

<p>Senior leaders need to develop an overview of the progress individual children and cohorts are making, as a result of targeted support.</p>	<ul style="list-style-type: none"> • SLT to establish a clear plan for ASL. • Clear guidance/expectations linked to internal system for requesting targeting support. • Tracking system to be established to monitor progress for learners receiving interventions/targeted support. 	<p>Teachers will have a clearer indication of the specific interventions which are having a positive impact on closing gaps in attainment over time.</p>	<p>June '24</p> <p>Sept '24</p> <p>June '24</p>	<p>PT has piloted a new approach to SfL this term with two members of staff dedicated to supporting targeted children based on assessment data. This is now being tracked and monitored for impact.</p> <p>An updated referral process for CTs to request support has been developed, supported by a flow chart outlining the supports available and their specific aim. Referrals are taken at the end of each term so that they are then in place for the beginning of the new term.</p> <p>HWB interventions are now being tracked using a Wellbeing survey as well as those accessing Resilience interventions using a RISE tracker. This is now being overseen by the DHT.</p>	<p style="background-color: #90EE90;"> </p> <p style="background-color: #90EE90;"> </p> <p style="background-color: #90EE90;"> </p>
<p>Senior leaders now need to provide further opportunities for more children to take on leadership roles within the school. Children need to be supported better to contribute more meaningfully to the life of the school and wider community.</p>	<ul style="list-style-type: none"> • SLT/CTs to audit current opportunities for pupils to take on leadership opportunities. • Share ideas/agree plans to increase opportunities. 	<p>Leadership opportunities will enable learners to be included more fully in school improvement.</p>	<p>Aug '24</p> <p>Sept '24</p>	<p>Pupil Council and Sports Leaders have been developed this term and will be expanded to other areas of responsibility in the next session.</p>	<p style="background-color: #FFD700;"> </p> <p style="background-color: #FF0000;"> </p>
<p>Children are not yet able to talk about the skills they are</p>	<ul style="list-style-type: none"> • Tracking processes to be further developed linked to wider achievements. 	<p>Children will understand better the skills they are</p>	<p>Oct/Nov '24</p>	<p>A wider achievement process has been implemented and used</p>	<p style="background-color: #FFD700;"> </p>

gaining from wider achievements .	<ul style="list-style-type: none"> Staff to highlight skill development linked to participation in wider achievement activities. SLT/CT to consider use of ACC Skills Framework. ACC Skills Framework (sharepoint.com) 	developing and how these can be used in real-life contexts.	Oct/Nov '24	throughout term 4. It involves inviting children and parents to share wider achievements via the school newsletter, which is then celebrated during assemblies and on our Wider achievement board in our school foyer.	
			Oct/Nov '24		
Senior leaders are not yet able to identify how well PEF is accelerating closing the poverty related attainment gap .	<ul style="list-style-type: none"> SLT to evaluate the impact of interventions on the attainment of individuals and cohorts of children. Further develop use of Pupil Equity planner. HT to link in with Suzie Wood, Education Scotland Attainment Advisor. 	SLT will be able to measure the effectiveness of their interventions in closing the poverty related attainment gap.	June '24	<p>Assessment practices have been adapted and now form part of the referral and evaluation process of our SfL and HWB resource. This is done through the whole school tracker, Wellbeing Assessment, RISE assessment, subject specific assessment data and the updated attainment review process.</p> <p>The DHT/PT has met with Attainment Advisor to develop the PEF planner and further meetings are planned.</p>	
			Ongoing		
			Ongoing		

	Completed		Due for completion by end of 23/24		Planned for session 23/25
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