School Improvement Planning
Returns to Local Authority
(2019 - 2020)

School: Troqueer Primary

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously.   The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Troqueer Primary School Vision Values and Aims

The following is a collation of the work of classes working individually from the lead of a pupil working group. Pupils have then reviewed the class work to produce the following for teaching staff to evaluate.

Logo Motto 'I BID YE FAIR' (The motto of the Maxwell family who funded the original school in 1958)

School Motto Care, Believe, Dream, Achieve. Aim High and be the best you can be

Vision Our Vision is of a happy and safe school at the heart of our Community. We take the lead, we look for ways to share our ideas and our learning, and we set the right example, always.   In every classroom there are children and adults who are kind, respectful, responsible and lessons which are inspiring and linked to real life wherever possible. We set high expectations so that everyone can achieve their best, and know that we have the skills and knowledge to make a difference to our own and others lives.

Values

Activity. We keep our brains and our bodies busy. (hard-working, effective, energetic, enthusiastic)

Perseverance. We keep going even when things are tough. (persistent, determined, resolute, devoted)

Responsibility. We show integrity at all times – we do the right thing. (dependable, conscientious, reliable, contribute, assertive, disciplined)

Focus. We give concentration and commitment to all that we do. (Concentrate, committed, motivated, prepared)

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Creativity. We use our imagination to think about new ways to do things. (Imaginative, inspiring, resourceful, ingenious, innovative, ambitious)

Kindness.   We think about others as well as ourselves. (thoughtful, considerate, caring, respectful)

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Acti**v**it

Persever**a**nce

Responsibi**l**itv

Foc**u**s

C**r**eativity

Kindne**s**s

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Aims

Successful Learners who know how we learn best and know the next steps in our learning.

Independent thinkers who are curious to learn new ways to find things out.

Challenged in a place that gives us a sense of physical and emotional well-being where we feel safe, happy, cared for, included, valued and respected.

Knowledgeable about 'Our Place' in the world, and how we can change our own lives and influence the lives of others positively.

Skilled in our use of language and numeracy across all areas of learning .

Review Date: Spring 2020

Review Activities (as appropriate) Build on work of HT in National Collaborative group borne out of Excellence in Headship, review as a whole school community. In the build up to this, next Academic Session time has been built into the curriculum daily for reflection through 'Snack and Chat'. In addition PVG groups will be structured around HgiOs.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
School Priority 1 Refine and enhance a coherent ambitious long term plan for the 4 contexts for learning. **NIF Priority** Improvement in attainment, particularly in literacy and numeracy Improvement in employability skills **NIF Driver** School Improvement **HGIOS4 / HGIOELC Qis** 2.2 Curriculum 2.7 Partnerships 3.3 Creativity and Employability 1.2 Leadership of learning (iii)	*-Partnership working evidenced in at least one PAT, with a clear rationale for improved attainment (linked to CPD in SIP3)* Partnership working undoubtedly enhances learning. A range of experiences both on and off campus makes learning more relevant . This is evidenced by staff in attainment meetings, and in PRD dialogue. *- Pupils can describe how VVA and rationale have impacted on the relevance of their learning.* Pupils are able to discuss the themes shared in assembly and 'the way things are' in our school. Thye talk about success they talk about high standards and high expectations. *-PVG can demonstrate a measurable impact linked the School Improvement Plan* PVG have an impact, particularly when linked to significant aspects of school improvements. This can be demonstrated through pupil led opportunities on school	This needs to be more coherent in terms of our understanding of it's place in the curriculum, and not narrowed by the curriculum areas. Greater time to reflect to be built into the curriculum eg snack and chat. PVG re-formalised under needs and HgiOs

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School Priority 2 Promote our vision and rationale through learners experiences of the ethos and life of our school **NIF Priority** Improvement in Children and young people's health and wellbeing **NIF Driver** Parental Engagement Assessment of children's progress **HGIOS4 / HGIOELC Qis** 2.3 Learning,Teaching and Assessment 2.5 Family Learning *1.2 –* Self-evaluation for self-improvement	*- An improvement in attainment of 10% by a pre-determined measure (eg pre to post assessment using holistic assessment strategies) - either from on track to better or below to on track can also be used* Awaiting full results of teacher led small tests – data as yet unavailable. However, intervention strategies data will be imminently available. Using BGE benchmarking, we are ahead of comparator school on 11 out of 12 measures. *-A refined target system used to demonstrate improvement in four SMART block targets.* Target system now well embedded. However in recent lesson observations, pupils were not as aware of them as would be desired. If they are to have further impact (which they clearly have up to now, we need to re-establish a higher profile	Guidance / handbook for teachers to include succinct points on agreed school improvement tasks in line with the monitoring calendar
School Priority 3 To improve outcomes for learners and raise attainment through professional collaboration, professional development and leadership of learning **NIF Priority** Closing the attainment gap between the most and the least disadvantaged children **NIF Driver** School leadership Teacher professionalism **HGIOS4 / HGIOELC Qis** 1.2 Leadership of Learning 1.3 Leadership of Change 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement	*-Teaching staff devise their own professional enquiry based on evaluation and analysis of data with a specific measurable outcome* For submission mid-June (data not yet available) *-Monitoring activities are quality assured 100% of monitoring activities completed to agreed specification of the framework* Staff led evaluation now fully embedded, monitored by teaching staff	Consideration given to the validity of PEF spending in individual classes, and consideration given to stage based enquiry Consider a coaching approach to further enhance professional dialogue amongst peers.

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2.1.1 Report on the impact of PEF	
• **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?** • **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?** • **How well are you removing barriers to learning and ensuring equity for all?**	1. 0.2 FTE PEF Coordinator: strategic overview of PEF related activities. Coordinate plans for identified individuals and collaborate with staff to plan and evaluate impact of interventions over specified periods. Assist with data analysis and identify need. Accelerated Reading training and 'Small Tests of Change' Authority lead twilights. Involving parents in pupil learning through discussions, providing Samson guide, Child Plan meetings ……. **Impact** –Data shows evidence of good impact in all curricular measures except numeracy: Whole school Literacy CfE levels Numeracy CfE levels HWB CfE levels FME pupils 18.9% increase to on / above track 8% increase to below track 18.7% increase to on / above track Non FME pupils 10.2% increase to on / above track 3.9% increase to on / above track 6.9% increase to on / above track Focus on numeracy interventions to increase infrequency for FME pupils next academic session. LAs currently undergoing Closing the Numeracy gap intervention training. 2. Accelerated Reading Programme from Renaissance: P5 – P7 (and P3 target group) pupils receive regular feedback from AR. Star assessments carried out at the beginning of each block to determine reading level children record results / impact. Impact – All classes noting increase in reading age by most pupils. In P3 target group 6 pupils chronological age increased by 4 months and reading age increased by +9, +14, +9, +2, +5 and +15 months. All pupils, except 1 improving reading age by more than chronological. 3. Learning Assistant Support: for identified pupils (NW and DJW in P5/6) and Closing the Literacy gap focus (P2 and P3). LA timetabled in P5/6 and for literacy slots. Impact – 2 x pupils in P5/6 have been able to access the curriculum, through LA support and class teacher assessment show improvement in numeracy for DJW and literacy for NW. Both benefit from CSP targets and adult support to sustain focus. Closing the Literacy gap focus groups showing an increase greater than chronological age e.g. VG in P3 Reading Accuracy baseline 5 yrs 7 mnths and 3 months later at 7 years 1 month, Reading Comprehension baseline 5 years 11 months and 3 months later at 6 years 4 months. 4. Aberlour Support Cluster Worker: 3 families were identified for low attendance, high anxiety either being shown by the child and/or parent & the impact this was having on HWB. Impact – • Pupil started the session with attendance levels dipping, friendships problems, an unwillingness to take part in P.E. and anxieties about transferring to Secondary school. Aberlour Futures spent time with the pupil in school giving her a chance to talk and discuss her concerns, answer queries, facilitate visits to Secondary and at the same time had regular meetings or conversations with the family. This has resulted in a trusted relationship with fears about transition abating and attendance level improving. Attendance Sept '18 -75% and May '19 -90%. • A pupil with a range of health needs was regularly missing school. Mum also has her own health needs and both Mum and daughter have benefited from working with Aberlour Futures. A range of partner agencies work with the family and Aberlour Futures attend Child Plan meetings and this has been instrumental in supporting Mum through discussing referrals, implementing changes suggested by partner agencies and indeed getting her daughter to school with morning sometimes being difficult to organise. To be able to support this family out with regular school hours has been important. Attendance Sept '18 -80% and May '19 -87%.

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- Our third family with a pupil in P2 were worried about some of his behaviours. He finds it difficult to be away from Mum and in certain social situations. Aberlour Futures has supported Mum to understand his CAMHS referral and work with the pupil in school who is beginning to respond positively. Pupil will now seek out adult support more readily and concerning behaviours are decreasing.

5. Small Tests of Change Projects: Staff identified projects to support a need / close a specific attainment gap with identified children. Budget was used to identify resources or cover to attend training etc. Using data e.g. SNSA, CfE spreadsheet levels, class assessments…..staff individually or with stage partners developed a plan for a small test of change for PEF pupils. Data from the test of change analysed and then refined to determine next steps. Staff share measures of impact with other staff and SMT.

Impact -

A. P1, P1/2, P2 Literacy focus using Collins Big cat books:

P1 (J.): The phonics resource/books have encouraged him to build on his ability to blend. He has had further opportunity to practise these skills to improve his phonic decoding and to have more exposure to the sounds than he would have been able to with the resources that were available previously, e.g. ORT and a small selection of phonics books. This has helped J. to develop his recognition of sounds in words and to understand words that he has decoded.

P1/2: used the graded comprehension tasks alongside the reading books. This has enabled learners to apply their reading skills and to develop their comprehension of decoded texts further. All children in the project have benefitted from opportunities to practise their reading through the texts as some of the readers had already used most of the phonics texts available in the school (Songbirds, Dandelion readers) and were requiring further opportunities to build on phonics skills which this project enabled.

P2: Big Cats texts were used by class teacher to support application of reading. Both readers were demonstrating appropriate reading skills at the start of the project but using the resource has enabled them to further apply skills. Overall, comprehensive assessment and monitoring of progress for the target children has enabled us to identify their current attainment and areas to intervene currently as well as in the next academic year, using the June assessment. Implementation of the project could have been improved by ensuring frequency of the extra reading sessions for the target children. A more complex baseline should have been undertaken for the learners in the P2 class for comprehension but the Big Cats phonics assessment did show progress. The resource has helped the learners to practise their skills but they required much more frequent opportunities to practise to improve their attainment and this adaptation should be made if moving forward with the project to support children.

B. P1/2 Nurture group programme:

To be completed

C. P3 Lego Therapy intervention:

To be completed

D. P4 HWB focus using Emotion Works:

All pupils are now able to articulate feeling more readily when concerns or playground fall outs are being discussed. Roll out to whole school as part of self-regulation strategies session '19-'20. .

E. Learning Assistant focus groups:

- P3, P3/4, P4 – Pupils receive support in focus groups for different curricular areas.

To be completed

- P5 and 5/6 Life Skills Group:

Attitude and engagement was excellent, from surveys you can see they all learned new skills and feedback very positive. All pupils desperate to keep going so extra time was added- promoted healthy eating, skills for life, hazards in the environment, managing risks

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| | and gave them time to speak and have 'special' time with an adult.
F.   P5 Supporting bus fare for pupil with poor attendance levels: Pupil stays in another area of the town and parents find travelling to and from school a challenge financially. School supports through reimbursing bus fare. Attendance Sept '18 -80% and May '19 -84%.
G.   P5 Bereavement Course for Class Teacher / ASfL teacher:
Training for practitioners to think about how to deal with bereavement. Proposals discussed on how to react, what is the best way to deal with situations and it reinforced the need for every school to have a Bereavement policy. Gave resources and resulted in a discussion with SMT about the need for a Bereavement Policy which deals with the loss of staff members, a pupil or family member of a pupil. This course will help pupils now and in the future.
H.   P5 Nessy Reading and Spelling Help for Children with Dyslexia:
      Child X- Reading baseline 39 (after 8 weeks = 100), Spelling baseline 39 (after 8 weeks =
      61)   SWST= added value of 10, SWRT= after Nessy and accelerated reading started
      standardised score of 89 went up to 98
Child X - Reading baseline 39 (after 8 weeks = 66), SWST= added value of 5   38/50 August to 43/50

6.   Breakfast Club / Mid-morning snack for PEF pupils:
Pupil numbers have increased over the session with FME pupils receiving breakfast / morning snack paid for through PEF budget.
Impact - Since introduction only one pupil has intimated to staff that they feel hungry. Impact is difficult to measure but reduction in pupils feeling hungry believed to be having an overall impact on concentration etc. |

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• Most staff show great commitment to shared educational values and professional standards outlined in our Vision, Values and Aims and rationale • Staff are encouraged to be innovative in shaping the curriculum to meet the needs of the learners • Many staff are committed to ensuring that we achieve the highest possible standards and success for all learners. This is evidenced through our wide range of success in sporting, academic and particular arts fields. This translates to high academic attainment through increased confidence and self esteem. • A continued move towards leadership at all levels, our school community increasingly works together to turn the shared vision into a sustainable reality.	• Now that systems, guidance and frameworks are established, increased ownership by staff drive improvement at classroom level. – through the use of a coaching model. • To improve further, a focus on collaboration and partnership must become central. • A commitment from all staff • A more succinct and visible interpretation of VVA, rationale and ethos from SMT	4
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and*	• The ethos and culture of our school reflects a commitment to children's rights and positive relationships. • • •	• Development of restorative practice would further enhance this, and consideration to Rights Respecting School status in future.	4

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| monitoring. | • Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities.
• Our learners are successful, confident and responsible. They contribute hugely to the life of the school and wider community in a
• range of well-planned activities. They know that their views are sought, valued and acted upon.
• Most staff show great commitment to shared educational values and professional standards outlined in our Vision, Values and Aims and rationale
• Staff are encouraged to be innovative in shaping the curriculum to meet the needs of the learners
• Nursery staff involved in a series of development sessions and training a

• The agreed ethos and culture laid out in our VVA reflects the commitment to positive relationships. Pupils high esteem, self confidence and self - belief are evident in most classes. At an elite level, this is reflected in our unprecedented success at performance and sporting events. At all levels it is reflected in our achievement posters.
• Attainment data, SAMSON data and achievements indicate success
• Through PVG groups, pupils have an opportunity to contribute effectively to the life of the school and the wider community.
• Learner engagement is improved through well planned environments and activities based on children's interests using big book planning. Staff use HOTS questions regularly and these are built into the planning for focus activities.
• An increasingly wide range of environments are used to enhance | • A pedagogical focus on support and challenge would further enhance
• Frameworks for demonstrating this would improve the consistency across all staff
• Now that systems, guidance and frameworks are established, increased ownership by staff drive improvement at classroom level.
• Nursery: all stakeholders need to develop a written ethos for nursery

• To improve further, a focus on collaboration and partnership must become central.
• Establish working relationships with Regional Collaborative partners to share best practice
• Further enhancement of the Achievement posters – with greater pupil ownership, through Snack and Chat
• Enhancement of pupil understanding of progress is integral to further improvement in achievement and attainment

• Tracking sheets need to be reviewed to make them more child/parent friendly | |

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	learning • Use of skilled questioning, effective Learning intentions and success criteria and Higher Order Thinking Skills are evidenced in learning observations. • PEF interventions, ASfL interventions and attainment meetings evidence impact of well timed interventions • The development of our assessment strategy has enabled teachers to gain a deeper understanding of progression through CfE levels, as illustrated from feedback from Authority moderation exercise and a continued improvement in attainment. • HMI link officer visit with Education officer in October 2017 highlighted the significant impact of our Planning, Assessment and Tracking system in enhancing understanding of pupil progress. We have clear information on attainment across all curriculum areas • Children's progress is tracked using a holistic assessment (learning journey) and planned observations. Regular monitoring meetings between keyworkers and manager have been introduced to inform future planning and monitor progress		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• We can demonstrate that our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included through our use of Shanarri wheel. Where indications show otherwise we work closely with families and partners to improve outcomes and all interventions are monitored and reviewed.	• Now timetabled through Snack and Chat • Record visitor comments	5

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	• Keyworkers in Nursery use wellbeing indicators to assess care and other needs of children and build relationships with families and outside agencies now to identify and address children's needs better • High expectations are evidenced in interactions and the ethos of the school – reported anecdotally by almost all visitors • Feedback from parents indicate that they feel included and involved • As a result of our approach to ensuring the wellbeing of all children and young people and their families (for example through PEF), we are beginning to improve outcomes for all children. • All staff and partners feel valued and supported. As evidenced in anonymous questionnairres. • Relationships across the school community are very positive and supportive, founded on a climate of mutual respect and is often commented upon • All staff and partners are proactive in promoting positive relationships in the classroom. • We consider each child and young person as an individual with his/her own needs, risks and rights. • We ensure children and young people are active participants in discussions and decisions which may affect their lives. For example through PVG		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners'*	• Attainment in literacy has in almost all cases improved year on year both overall and for individual cohorts. Our data compares favourably within cluster and comparator groups. Within the BGE Benchmarking tool, we perform higher than comparator schools in 11 out of 12	• Continue to identify appropriate areas for improvement. We now feel that we have systems in place to ensure the significant gains have been made and we are now looking at more marginal gains.	5

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achievement • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	measures across P1, P4 and P7 • We track all curriculum areas agreed. Authority moderation processes validate our judgement • Our success at regional performance and sporting events, and feedback from partners indicates how successful and confident our pupils are. • Through pupil voice groups, pupils demonstrate responsibility and contribution to the life of our school and wider and global communities. • Most nursery children have made good progress across literacy, numeracy and hwb as showing in individual tracking. • Attainment in literacy has in almost all cases improved year on year both overall and for individual cohorts. Our data compares favourably within cluster and comparator groups. • As noted in recent inspections, we are unusual in having tracking of all curriculum areas agreed. Authority moderation processes validate our judgement • Our success at regional performance and sporting events, and feedback from partners indicates how successful and confident our pupils are. • Through pupil voice groups, pupils demonstrate responsibility and contribution to the life of our school and wider and global communities. • Most nursery children have made good progress across literacy, numeracy and hwb as showing in individual tracking. • We have established high quality approaches that enable young children to develop their emotional, social, physical and cognitive skills very well. • A focus on health and wellbeing has a positive impact on children's learning and development. • The various environments of our setting	• Continue to use self-evaluation strategies to enhance provision, particularly as we move towards 2 year olds in the setting	

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	are effectively constructed allowing young children to be increasingly independent in their ability to express themselves vocally and creatively. • They are settled, happy, thriving and learning to communicate. • We skilfully apply strategies to support children to build vocabulary that helps them best explain their thinking and understanding. • Within our setting, children demonstrate a high level of interest about the world around them •	
2.2 Curriculum: Theme 3 Learning Pathways	• Progression is facilitated through the structured Planning and Assessment and Trackers which allow for planning across 4 levels. This is reflected in learning and has led to a further increase in overall attainment. • Principles of curriculum design are inherent in PATs and holistic assessment overviews leading to a coherent, broad curriculum. • Skills are assessed across the curriculum especially in Inter-disciplinary learning • The content of learning offered to children is based on needs, interests and stages of development, it is based on play and first hand experiences to tie in with prior learning/home learning.	• Staff responsibility for monitoring to tie in with individualised learning • IDL could become a more strategic aspect of our curriculum design, reflected in SIP3 • All staff should now take responsibility for developing all curriculum areas as a focus for forthcoming SIPs.
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• Parents report positive working relationships and appreciate the opportunities for involvement • Parents are involved in working groups ensuring that there is a commitment form the whole school community to initiatives • Nursery staff have offered additional opportunities to work with parents to contribute to their own children's learning (using learning journey, looking at PLPs,	• The Primary School App is now being used and has been very well received. We must now capitalize on this through a coordinated approach to parental involvement and engagement

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	termly meetings, parent workshops)	

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.			
Improvement Area	**Outcomes for Learners / School Community**	**How are you using pupil equity funding to improve outcomes for learners?**	
		Key Tasks	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1 **Ethos** (Further embed our culture and ethos through Health and Wellbeing) **NIF Priority** Improvement in children and young people's health and wellbeing **NIF Driver** School leadership School Improvement **HGIOS / HGIOELC Drivers** 1.3 Leadership of change 2.2 Curriculum 3.2 Raising attainment and achievement	- To have engaged with HgiOs and gain a deeper understanding of how to make things better - *Begin to use a restorative approach to conflict / inappropriate behaviour.*	• Structure PVG around prioritised HgiOs (How Good is *our* school – pupil HGIOS) • Adapt timings of break and incorporate snack and chat incorporating school values discussions, SHANARRI cards / wheels. Kindness wall. • Develop independent outdoor learning spaces. Loose parts, creative, Quiet areas • Acknowledge staff health and wellbeing through a coaching approach, clear staff handbook. • *Restorative approach to conflict resolution through introduction of Emotion Works* • Evaluate through pupil surveys. Support staff views. Teaching staff views.	August inservice to identify PVG priorities through HgiOs with clearly set out priorities. Display progress on 'working wall' (location tbc). Monitor break time and survey pupils on wellbeing. PVG to oversee outdoor space. Coaching methodology introduced (August Inservice)

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School Priority 2 **Curriculum** **NIF Priority** *Closing the attainment gap between the most and least disadvantaged children and young people.* **NIF Driver** Assessment of Children's progress Performance information **HGIOS / HGIOELC Drivers** 1.5 Management of resources to promote equity 2.2 Curriculum 3.2 Raising attainment and achievement	- A more coherent approach to curriculum development - *Raised participation, achievement and attainment in the most vulnerable pupils*	• Appoint Curriculum area leaders (Focus for this year on Health and Wellbeing linked to Improvement Area 1 , Reading aspect of Language, PLL, skills development) • Further enhance Achievement posters through effective evaluation, linked to PEF (eg budget to identify gaps in equity) • Accelerated Reading Class challenges. Display • Ensure that statutory coverage of PLL (1+2) is fully implemented by 2020 • Evaluate through staff reflection against relevant HGIOS QIs	Through PRD, staff identify areas of interest within the curriculum. August inservice to establish Curriculum leaders guidance. WTA to determine time for enhancing the reading environment Inservice / development (not August) to review PLL curriculum
School Priority 3 **Parental engagement** **NIF Priority** Improvement in attainment, particularly literacy and numeracy **NIF Driver** Parental engagement **Assessment of Children's progress** **HGIOS / HGIOELC Drivers** 2.7 Partnerships 3.2 Raising attainment and achievement	- A more engaged and informed parental body. Leading to increased participation, and achievement in young people. This in turn raises esteem and attainment	• Website / App development (Twitter?) • SIP displays • Evaluate through parental questionnaire.	Identified staff to lead on website development with careful planning of time / operational management

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| For future Consideration | - | - Develop a programme for depth, breadth and application of skills (St. Ninian's Dundee approach)
- Replace Meet the Teacher with Work on the SIP.
- Running of clubs in WTA / flexibility
- Redefine VVA Right to learn, be respected, be safe. | |

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