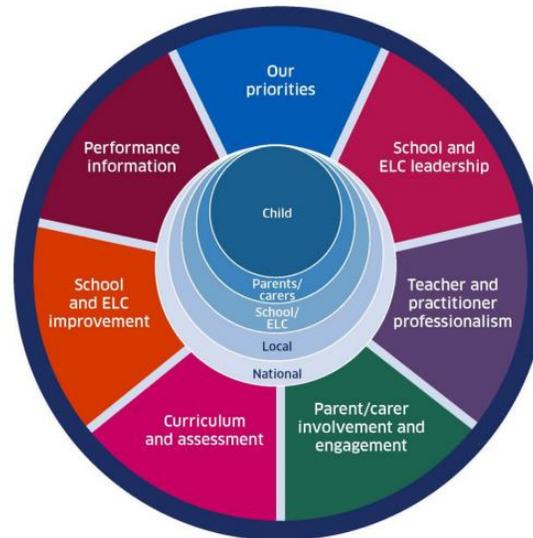**Dumfries & Galloway** COUNCIL

Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)

School: LOCKERBIE PRIMARY SCHOOL

Date: SESSION 2022 - 2023

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 empowering the school community and partners, and 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

School Vision Values and Aims

The Head Teacher revisited and revised the school and nursery vision, values & aims during terms 2 & 3 of session 20/21. Staff were invited to consider the work of the school, our moral purpose and the standards we expect of ourselves and others. This was done in small groups via Microsoft Teams. As lockdown restrictions eased, a small group of parents were invited into school to share their thoughts and opinions. We worked with focus groups across the school to glean the voice of our pupils. Respect will be our core value and we will aspire to be a school where everyone is valued and provided with opportunities to reach their potential. Head teacher plans to engage with stakeholders to share this vision for the school.

Our vision is:

To create a culture of learning and discovery that is stimulating and enjoyable for both children and staff. Where our learners at Lockerbie Primary have the skills to contribute positively to our community and wider society.

Our values are:

Respect, Responsibility, Tolerance and Perseverance

Our aims are:

- We aim to develop a safe, caring and supportive learning environment where all achievement is celebrated.

- We aim to equip all our learners with skills that will help them to reach their full potential.

- We aim to work together and encourage each other as one school community.

1. Vision, Values and Aims

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Review Date: Our vision, values and aims will be reviewed in January 2023

Review Activities (as appropriate) Focus groups / conversations both formally and informally with all stakeholders and discussion with Parent Council

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2. School Improvement Progress Report
Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous 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) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

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: **NIF Priority** **NIF Driver** **HGIOS? 4 / HGIOELC? Qis** **National Standard Criteria**	➢ **All classes using a coherent and progressive maths & numeracy pathway to plan learning.** The pathway has provided a good starting point for staff and has supported the majority of staff in identifying differentiation for their learners' needs within topics. ➢ **A working group of staff engaged in professional learning sessions focusing on reading & writing. (Stephen Graham)** ➢ **During term 1 protected time was given to staff to engage in professional dialogue around reading pathways.** This time and approach was appreciated by staff and will be used where possible moving forward. Staff feedback indicated adjustments that were required to the pace, style and content of the delivery. ➢ **New curriculum pathways made Learning intentions explicit for core lessons.** Most classes have LI&SC incorporated into lessons with less than half requiring further support in how to construct these. ➢ **Creation of 'The Hive' (the school's wellbeing room) and open event for all staff and pupils.** Operational remit for School leaders was weighted heavily towards behavior and situation management. Creation of a safe and nurturing environment was essential in meeting pupil needs. ➢ **Two wellbeing workers recruited to pos**t ➢ **Training undertaken and group and individual sessions implemented with a focus on self-esteem and pupil wellbeing. Three year plan drafted.** Covid Recovery money used to fund a teacher to look at trauma informed practice and how to support wellbeing in school. Using evidence of good practice form Nurture UK	➢ Consistent implementation of curriculum ➢ Coherent learning pathways ➢ Shared understanding of 'what makes a good lesson' ➢ Shared expectations about use of planning and assessment to inform next steps and achievement in learning ➢ Full implementation of positive relationships policy ➢ Provide learning experiences and tasks that are differentiated and meet the needs of individual learners. ➢ Provide learning environments that meet learners' needs. ➢ Consistent implementation of practical strategies for trauma informed behaviour management within the classroom.

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wellbeing staff engaged in sessions and professional learning around how to best run wellbeing groups in school.
- ➤ **Breakfast bunch established for Hive pupils.** Pupils accessing breakfast bunch arrive in class more settled, and ready to learn. This has been an opportunity for wellbeing workers to build relationships in school.
- ➤ **GIRFEC / wellbeing needs audit undertaken by SLT in March 2022**. A full picture of the level of need in school and clear actions for SLT & CTs established in order to better meet pupil needs.
- ➤ **Partner agency event for staff held in school.** This raised staff awareness of services available to support and how to access these. (SALT, Police, Educational Psychology, The Hive, Social Work)

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School Priority 2:

NIF Priority

NIF Driver

HGIOS? 4 / HGIOELC? Qis

National Standard Criteria

➤ The school continues to work towards attainment figures in literacy and numeracy becoming more accurate. Confidence is growing due to greater staff awareness of progression through a level. Children's attainment is variable, particularly in reading and writing. Further moderation work is required to support accuracy of reporting across all levels.
➤ Staff have engaged with experiences and outcomes and the national benchmarks when making judgements about achievement of a level. Further work is required.
➤ All classes completed SWST twice this session to help inform groupings and progress
  Few pupils have benefited from engaging with intervention work:
  Closing the literacy gap, literacy ladders & maths recovery.
➤ Summative assessments indicate unsatisfactory attainment in reading, general maths and mental maths. This is not in keeping with judgements made by class teachers
	➤ Staff to engage with professional learning about interpreting summative data in order to better understand the academic needs of learners in their care
	➤ Implementation of a robust whole school tacking system.
	➤ Further professional conversations (challenge conversations around attainment and achievement of a level.)
	➤ Quality assurance work to support in creating an accurate picture of the schools attainment and improvement work.

Incas data 21/22	Total pupils	READING	GENERAL MATHS	MENTAL MATHS
		No. of pupils **not** achieving (performing below expected levels by more than 6 months or more)		
P2	40	33 (83%)	13 (33%)	29 (73%)
P3	49	24 (49%)	24 (49%)	21 (43%
P5	53	24 (45%)	27 (51%)	25 (47%)
P6	31	12 (39%)	15 (48%)	18 (58%)

ACEL Data June 2022	Listening & Talking	Reading	Writing	Numeracy	Total no. pupils
Primary 1	87%	87%	78%	87%	45
Primary 4	59%	32%	15%	47%	34
Primary 7	74% (77% With LC)	62% (64% With LC)	34% (36% With LC)	51% (53% With LC)	47 (1 LC)

2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)* • **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?**	*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)* CREATION OF 'THE HIVE' WELLBEING ROOM • Two wellbeing workers employed (1.6 FTE) • Two spaces in school developed for pupil use. The Hive for structured time and the Honey room as a breakout nurturing space. • Breakfast bunch established and funded for all Hive pupils • Training resources and group materials • Soft furnishings, resources and furniture for the settings *The Hive has become an integral part of our school environment with 42 of our most vulnerable pupils accessing group or individual sessions since November 2021. A three year plan has been created for the Hive. The breakfast bunch provides a safe and welcoming space for our most vulnerable learners and ensures a positive start to their school day. The unique role of the wellbeing workers have allowed us to support individuals experiencing devastation outside of school a consistent, safe and loving environment within school where they feel nurtured and supported. The work of the Hive workers has been communicated with parents and successes celebrated. Where appropriate we have used Boxall profiling to assess the wellbeing needs of pupils accessing the*

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Hive. Systems to inform class teachers and SLT about pupil's tracking and sharing of information have been introduced. Feedback from pupils about the Hive and the workers is incredibly positive.

ASSESSMENT MATERIALS
- School purchased PM benchmarking resources to help inform gaps and next steps for individuals
- Summative assessments (Incas) were used to accurately reflect attainment and progress for learners in receipt of free school meals.

Assessments have been undertaken ad data is held by the school. Due to significant absences, staff chances and challenges not enough was done with this information. The school recognizes this and plan to address this in session 22/23.

LEARNING ASSISTANT
- LA employed 16.5 hours per week.

Pupil equity funding was used to provide additional support for one of our most vulnerable pupils. This learner is unable to access the classroom and finds engaging in formal learning activities challenging. By providing full time support from a trusted adult the learner is able to be in school every day. He is supported to manage his stress and distressed behavior better. He is encouraged to engage in activities to support his learning. The LA also accompany him to the Support Base in Dumfries via taxi. Having a Learning assistant to support him has made attending school possible and on many days a successful experience for this learner.

CLASS TEACHER
- Class teacher employed for Learning Centre 1 day per week.
- Responsibility for outdoor learning and the development of a learning garden for the LC
- Secured over £50K of funding to purchase specialist play equipment for the learners
- Planned learning experiences across all four classes that were engaging and stage appropriate

On their return in August 2022 our Learning Centre pupils will have a bespoke and fully accessible play area within school grounds. The class teacher funded through PEF has been the driving force behind the development of an inclusive outdoor area for our learners. With the support of our Parent Council a 'Learning Garden' has been created for Learning Centre pupils to access throughout the day and across the year.
The teacher has been successful in working with many different agencies and charities to aid the development of the space which has zoned areas for the learners to access. This outdoor, sensory

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play areas provides an incredible learning environment for our pupils. An official opening is planned for Term 1 session 22/23.

We are putting measures in place to more rigorously assess the use of PEF spending for our pupils in session 22/23. These include, specific tracking information for identified individuals and groups, individualized tracking of our LAC pupils and more focused use of PEF to address the attainment needs of learners.

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for 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.*	- School improvement plan priorities take appropriate account of changes required and the pace at which change is needed. - There are some initiatives in place across the school to improve learners' experiences and outcomes for learners. - A number of staff have joined working parties to drive school improvement in spelling and reading. A few staff have taken on leadership roles within this. - Classroom teachers have been more involved in gathering data about pupil wellbeing and their needs. - School values are spoken about at whole school assemblies, although further work is need to embed these in school life. - The majority of staff have expressed an eagerness to improve the work of the school. -	- The school's vision, values and aims need to be reviewed. - Class teachers & SLT need to be more data rich, holding this information in ways that are meaningful and manageable - All staff need to use data more effectively to raise attainment and close the identified gaps in learning. - The school needs a rationale that reflects its context, aspirations and community. - A whole school tracking system needs to be developed - There is a need for senior leaders to effectively guide and manage the strategic direction and pace of change. The strategic planning for continuous improvement needs to include the gathering of evidence to show the impact of change. - There is a need for staff at all levels to be guided in improvement, taking responsibility for implementing change and improvement across the school. - There is a need to improve approaches to collegiate self-evaluation involving all stakeholders including children and young people	2 – weak

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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
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	- Some staff have benefitted from their involvement in curriculum development - In the majority of classrooms there is a caring atmosphere and warm and welcoming environment. - Most children are respectful and well behaved and enjoy talking with adults about their lives outside of school. - Where their activities provide enough interest and challenge, almost all children show the capacity to behave well and focus on their tasks. - Learners in Lockerbie have benefited from staff engagement with learning pathways for maths & numeracy. - School's spelling progressions and pedagogy have been reviewed and revised by two members of teaching staff who have engaged in professional learning and then cascaded this to staff. - Class teachers have become more familiar with benchmarks in reading, numeracy & writing. - Staff have worked with stage partners to plan novel studies and topics which include more access to creativity and have led to improved learner engagement. - Almost all teachers have engaged with standardized testing for spelling (SWST) & reading (PM Benchmarking) - A few teachers engaged with summative assessment data to inform classroom planning and intervention-based work.	- All staff must continue to improve their understanding of effective learning and teaching. - Teachers do not always make the purpose of lessons and what is expected of children clear. Children's learning experiences do not meet their needs well enough yet. - Staff have taken part in professional learning to support this improvement, but this professional learning is variable, and has not yet improved the quality of learning and teaching. - Improvement in assessment and moderation is taking place slowly, most staff have made improvement in how they work together. - There are important weaknesses in teaching. Children are required to spend too much time listening passively to teachers talking. Tasks involving children working in groups are not always well organised and many children make only very limited progress. - At times children are bored by outdated materials and distracted by the unsettled tone in too many classes. Tasks and activities are not consistently well chosen and which have no connection or relevance to children's experiences. Too many learning activities are whole-class, failing to meet individual children's needs whether for greater challenge for more able children, or for clearer structure and more effective	1 – Unsatisfactory

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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
		- support for children with greater barriers to their learning. - Most lessons are dominated by teaching which lasts too long, losing children's interest and expecting only passive compliance from them. - The learning environment could be further enhanced with the sharing and recognising of children's achievements both in and out with school. - The school could support children better to link where these achievements are developing their understanding of their skills for life, learning and work. ·	
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	- Creation of a wellbeing room and staff within the primary has resulted in a small number of targeted pupils feeling more included, safe and happy. - Staff worked with Acting DHT to agree strategies to support inclusion that will be adopted into L&T policy. - SLT are gaining a better understanding of the diverse needs of the school community. - The majority of learners have the opportunity to share thoughts and concerns through regular wellbeing web work.	- School Leaders should continue to develop a clear and coherent strategic overview of the school's work related to wellbeing. This will help them to ensure that health and wellbeing, as a responsibility of all, is developed fully across all areas of the curriculum to improve outcomes for young people - Use of the wellbeing indicators and building the vocabulary and understanding of children around these is at an early stage.	1 – Unsatisfactory

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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
	- Anti-bullying policy needs to be reviewed as part of the Positive Relationships Policy - Almost all staff show a degree of care for the learners they work with -	- Our children do not have access to a range of wider opportunities with most children and parents saying the school does not provides opportunities to take part in activities beyond school day. - The SLT need to continue to strive for better systems for managing GIRFEC related issues and workload - There are still too many pupils whose wellbeing needs are not being met. - The behavior of a few pupils impacts negatively on the others in the setting. This needs to be addressed via school policy. - A progressive Health & wellbeing programme needs to be implemented across school.	
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)** • *Progress in communication, early*	- During session 2021/2022 the school prioritised developing pupil wellbeing. - Class teachers attended a GIRFEC information session where speakers from Social Work, Community Police, Educational Psychology, SALT & The School's Wellbeing Hive spoke about the support they are able to offer and how a request to their service would be made. - SLT worked with class teachers to conduct a GIRFEC audit: identifying the need within each classroom. - SLT supported some of the most at risk pupils through partnership working. - Systems were put in place for the administration of medicines and overseen by one of the school's Principals Teacher (LC)	- Not enough progress has been made in improving attainment as yet. COVID-19 guidance and mitigations meant many activities were curtailed. - School attainment is significantly lower than other schools with similar contexts. - The headteacher is confident, and HM Inspectors agree, that the school's attainment figures in literacy and numeracy are becoming more accurate due to greater staff awareness of progression through a level. - Teacher's professional learning is helping to improve progress in reading and numeracy. However, teachers need to make sure that these approaches are sustainable and	1 – Unsatisfactory

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OFFICIAL

2.2 Summary of Key Strengths and Areas for Improvement

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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
language, mathematics, health and wellbeing • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	- Most children feel safe and listened to in school. (Wellbeing web feedback) - School have worked with families and partners to create personalised support packages for targeted learners. - The Hive is used by targeted learners to work on wellbeing.	suitable for all children, and take account of children's wellbeing needs. - SLT are aware of the need to develop approaches to wellbeing to ensure that there is clarity around expectations and aims for all children, parents, partners and staff. - Learners need more opportunities to engage in events after the school day. - Learners need more opportunities to take an active role in and share their thoughts and opinions about the work of the school. - The school needs to review and update the positive relationships policy. -	
2.2 Curriculum: Theme 3 Learning Pathways	- Some staff are keen to work with a coherent and progressive curriculum and have taken an active role in developing this in some key areas. - Staff are keen to work with a coherent and progressive curriculum. - Staff have made good use of the progression pathways presented to them at the start of this session. -	- Staff understand the need to continue to develop the curriculum as a priority - The curriculum is continuing to be developed to provide flexible learning pathways which enable children to build on their prior learning and offer more personalization - Practitioners are in the very early stages of developing working partnerships with colleagues across the school. This will be developed further to support a shared understanding of what quality learning looks like across the different stages and levels. - There is an immediate need to access a 'ready-made' curriculum for practitioners. Staff need time and guidance in implementing this to ensure it is done consistently.	

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OFFICIAL

2.2 Summary of Key Strengths and Areas for Improvement
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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
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	- The school benefits from an active and highly supportive Parent Council. - The school communicates with parents through use of text messages, email, phone calls and ClassDojo. - The school website has been under review by one of the Principal Teachers, with amendments and improvements identified and ready to be acted upon. - Fundraising by the Parent Council is providing financial support to enhance children's learning experiences.	- There is scope to involve the Parent Council more in setting school priorities - More opportunities are required for parents to learn about their child's work in school: the curriculum & how it is assessed. - The school and parent body need to work more closely together to provide further learning opportunities (clubs/trips etc.) for the children. - Parents need to know more about how they can support their child's learning at home.	

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3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

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	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 **1.3 – Leadership of Change** TO DEVELOP A SHARED VISION FOR CHANGE & IMPROVEMENT THAT IS WELL PACED, UNDERSTOOD AND RESULTS IN POSTIVE OUTCOMES FOR OUR LEARNERS. **NIF Priority** Improvement in attainment, particularly in Literacy & Numeracy **NIF Driver** School Leadership School Improvement **HGIOS?4 / HGIOELC Qis**	1. School leadership team share a clear plan for improvement that states what is to be achieved this academic year. The pace of change is a priority for the learners in our care. **(Mainstream & Learning Centre)**	- School improvement plan reflects the priorities for the coming year and how these fit into the vision for the school. - A version of improvement plan is written in pupil and parent friendly language and shared with stakeholders - Plan reflects the urgency for change, but at a pace that is realistic for the school community	**1. Lead by:** **Head teacher** **Staff will:** - Display SIP in their classrooms - Keep evidence in big books of contributions their class have made toward school improvement priorities **Meeting time dedicated to this priority:** - SIP shared with staff at staff meeting - Time at inset to discuss the purpose of the big books and how these should be populated - Class teachers will be asked to bring big books to variety of meetings throughout he academic year as well as have these on show for parents at open events.
	2. A review of the school's vision, values and aims will ensure that all stakeholders are committed to the strategic direction of the school's improvement work and that the school has a good understanding of its community and their needs. **(Mainstream & Learning Centre)**	- A working party of stakeholders will review the recently agreed vision, values and aim. - A visual image of these will be shared with stakeholders which includes how values are 'lived-out' in our school community.	
	3. Senior Leaders will work with all stakeholders to create a school rationale which is underpinned by our vision and values. This will provide a firm foundation & context for the work of the school. **(Mainstream & Learning Centre)**	- The school community will work together to shape a rationale for the school's work. Initially this will be undertaken by a working party of representatives before being shared with the wider community for feedback	**Funding allocated to this Priority:** **DSM –** £ 179.98 **OTHER FUNDING -** £NIL **How will success will be measured:** - Class teachers will feel more confident about how the work they are undertaking in their classrooms is

QI 1.3 – Leadership of change **National Standard Criteria**			contributing to overall school improvement - Staff will know and be able to talk about school improvement priorities - Pupils will be able to talk about what we are doing to make the school better - Learners will be able to evidence contributions they make to school improvement.
	4. Design and implement a whole school data tracker which will allow us to make strategic decisions around changes/interventions/learner pathways that will raise attainment. **(Mainstream & Learning Centre)**	- Excel document created to store wellbeing and achievement information about pupils - Class teachers trained in how to input data - Quality assurance calendar to reflect frequency of data gathering - Initially tracker will be used effectively by SLT to identify gaps/patterns - Learning Centre teachers to engage with Bsquared software as a way to track the achievements of learners.	**2&3. Lead by:** **Head teacher** **Staff will:** - Have representatives on the working party reviewing the VVA - Give their views and opinions - Implement the new policy **Meeting time dedicated to this priority:** - Working parties will meet to discuss the current VVA and set review activities for stakeholders - Working party to meet 3 times
	5. Provide opportunities for staff to meet together to discuss and reflect on professional reading they have engaged with based on school improvement priorities. The impact of this professional learning will be evaluated in conjunction with pupil progress and staff views. **(Mainstream & Learning Centre)**	- Protected time during school week provided for directed professional learning groups - SLT to provide reading material for staff which aligns to development work being undertaken - Impact of TLCs to be measured via questionnaires, feedback and quality assurance work	**Funding allocated to this Priority:** **DSM –** £ NIL **OTHER FUNDING -** £NIL **How will success will be measured:** **-** Feedback about school VVA will be supportive and positive - VVA will reflect their views of the community and it's members - Stakeholders will know the school values - Values will be spoken about in school and celebrated through official and unofficial means - Rationale will be reflective of the community and school setting

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			4. Lead by: **HT & DHT** **Staff will:** - Be trained in the use of the new tracking system - Meet with SLT to discuss pupil achievement and attainment 5 times a year. **Meeting time dedicated to this priority:** - 1 x training session - 5 x attainment meetings **Funding allocated to this Priority:** **DSM –** £NIL **OTHER FUNDING -** £NIL **How will success will be measured:** **-** Class teachers will feel more confident about levels of achievement recorded - SLT will have a better overview of attainment across the school - SLT will be able to direct support and interventions with more confidence - Pupils achievements will be better recognized and celebrated **5. Lead by:** **HT & DHT** **Staff will:** - Engage in TLC - Engage with professional reading - Have opportunities to discuss and share practice

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			Meeting time dedicated to this priority: - Whole school assembly time will provide opportunities for teaching staff to meet Funding allocated to this Priority: DSM – £ 500 for reading materials OTHER FUNDING - £NIL How will success will be measured: - Class teachers will trial some of the changes they read about and discuss - Class teacher will share good practice - Evidence of impact of professional reading will be seen in classrooms - Evidence of impact will be spoken about in PRDs
School Priority 2 2.3 Learning, Teaching & Assessment TO DEVELOP STAFF UNDERSTANDING, SKILL AND CONFIDENCE IN ADOPTING & IMPLEMENTING APPROACHES TO LEARNING & TEACHING THAT ALLOW CHILDREN TO EXPERIENCE CONSISTENT SUCCESS IN THEIR LEARNING. NIF Priority	1. Class teachers will be responsible for creating neurodiverse- friendly classrooms to support our learners	- Shared understanding across school of what is meant by 'neurodiverse-friendly' - Training session delivered to staff on how to support learners with ASD within the classroom - Educational psychologist to speak with staff about best practice in supporting neuro-diverse learners in the classroom - SALT to share strategies with staff on how to support learners with processing/DLD - Evidence of these strategies in place across all classrooms - School to supply resources to support pupils (ear-defenders, privacy boards, wobble cushions etc.)	1. Lead by: SLT Staff will: - Attend training to develop their understanding of the term 'neurodiversity' and the measures and supports that can be implemented to support learners - Implement strategies and supports into their classroom environment and everyday practice that will support our learners Meeting time dedicated to this priority: - half day training on inset day - 2 x twilight sessions - further consultations available to staff Funding allocated to this Priority: DSM – £ 500
	2. Creation and implementation of clear learning pathways and progressions	- SLT will share new pathways with teaching staff	

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Improvement in attainment, particularly in Literacy & Numeracy **NIF Driver** School Improvement Assessment of children's progress **HGIOS?4 / HGIOELC Qis** QI 2.3 – Learning, Teaching & Assessment **National Standard Criteria**	for reading & spelling to ensure progress for learners **(Mainstream & Learning Centre)**	- Class teachers will use pathways to plan progress through levels and ensure pace of learning across terms, years and levels. - Clear pathways will support conversations between CTs & SLT around achievement and progress	**PEF - £600** **How will success will be measured:** - Pupils will feel better supported in class and more settled to learn, resulting in less time spent unregulated or in a state of distress - Reduced exclusion figures - Teaching and support staff will have a greater awareness of supports available to them and strategies to try - Pupil feedback will reflect a more positive school experience (wellbeing webs and informal feedback) - Fewer pupils will require fulltime adult supervision in the classroom - Identified pupils will make better progress in their learning.
	3. Implement evidence-based approaches to classroom pedagogy to meet learners needs **(Mainstream & Learning Centre)**	- Examples of good practice shared with staff through learning sessions - Pedagogical approaches shared will be evidence based - SLT will support staff to implement changes to classroom practice - Consistent use of strategies, approaches and techniques will be implemented across the school	
	4. Establish professional learning communities within school to enhance practitioner knowledge and understanding which in turn impacts positively on learners **(Mainstream & Learning Centre)**	- Staff will be allocated protected time during the majority of working weeks to engage in professional dialogue with colleagues - Small Teacher Learning Communities (TLCs) will be created - SLT will share professional reading and agendas for these meetings which link to school priorities	**2&3. Lead by:** **DHT & Acting PT** **Staff will:** - Engage in professional learning about reading - Implement new spelling pathways - Implement fully new approaches to teaching of spelling - Gather data (SWST) on pupil progress at set points throughout the year
	5. Create an evidence bank that supports teacher judgments of progress and achievement of a level to ensure learners' achievements are accurately recorded and celebrated. **(Mainstream & Learning Centre)**	- Staff will moderate work produced within classes and agree a level for examples which will be used as a point of reference within Lockerbie. - Professional dialogue and agreement on what achievement of a level and progress through a level looks like at E/F/S/T	
	6. Look outwards to identify good practice, which can be built upon in our own setting to enhance the experience for our learners. **(Mainstream & Learning Centre)**	- Class teachers will have opportunities to visit other settings to identify good practice that could be built upon in Lockerbie. - PRD target setting	**Meeting time dedicated to this priority:** - Collegiate sessions x 6 **Funding allocated to this Priority:** **DSM –** £ 500 for reading materials **PEF -** £500 reading resources

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		- Children will receive a Lockerbie Learning Journey booklet which they will complete in discussion with class teachers to evidence their progress and targets - Information will be shared with parents about these booklets. As a result parents will have a better knowledge of what their child is learning and how they can support at home.	**How will success will be measured:** - improved spelling results - Improved results in reading - Increased staff confidence in delivering new pathways and pedagogy - Classroom observations both formal and informal will show new approaches being used effectively - Learner feedback will reflect the new terminologies and consistency of approach in all rooms
	7. Introduce a manageable and user-friendly pupil profile. Parents will be better informed about learner progress and pupils will be more able to talk about their learning and achievements. (My Lockerbie Learning Journey) **(Mainstream & Learning Centre)** 8. Work towards achieving Reading Schools Accreditation (Scottish Book Trust)	- Learning Centre to design a more fitting learning journey booklet for their learners - Establish a reading committee and lead for this (all stakeholders represented) - Create an action plan agrred against QIs 1.2 1.3 1.5 2.2 2.3 2.5 & 3.2 (Sept 2022) <u>2.3 Learning and teaching:</u> - Group will agree actions that ensure: - Reading behaviours are modelled - Staff have meaningful conversations around books - We will facilitate learner social networks around reading to help them to discover their own reading identities. - Learners will have opportunities to respond to what they are reading <u>3.2 Raising attainment and achievement:</u>	**5. Lead by:** **SLT** **Staff will:** - Produce, moderate and agree on pieces of work that evidence what success looks like at eth different stages of the programme **Meeting time dedicated to this priority:** - Collegiate sessions x 3 **Funding allocated to this Priority:** **DSM – £NIL** **PEF - £NIL** **How will success will be measured:** - More accurate reporting of achievement of a level -Greater staff confidence in awarding achievement of a level - Through conversations held at attainment meetings **6. Lead by:** **SLT** **Staff will:** - have opportunities to visit other settings & speak with practitioners

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		- Group will agree action points that ensure: - We will recognise and celebrate the reading achievements of all learners. - We will use meaningful data to guide them and track progress (including Reading Schools attitude surveys, Scottish Book Trust evaluation on completion)	**Meeting time dedicated to this priority:** - No meetings times - (LC staff time to discuss templates) **Funding allocated to this Priority:** **DSM –** £NIL **PEF -** £NIL **How will success will be measured:** **-** Sharing of practices they have seen to be discussed at TLC and ideas implemented into classrooms **7. Lead by:** **SLT** **Staff will:** - Use the weekly learning journey to record personal targets for learners **Meeting time dedicated to this priority:** - Collegiate sessions x 1 (1 session to discuss booklets additional TLC sessions for moderation of how these are being used) **Funding allocated to this Priority:** **DSM –** £1000 **PEF -** £1000 (prices to be confirmed) **How will success will be measured:** **-** Children will be able to talk about what they are learning - Parents will feel better informed about their child's learning - Consistent se across the school

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School Priority 3 **3.1 Ensuring wellbeing, equality & inclusion** TO IDENTIFY WAYS TO PROVIDE A SCHOOL ENVIRONMENT WHERE EVERYONE IS VALUED AND THEIR NEEDS UNDERSTOOD AND SUPPORTED BY THOSE WORKING WITH THEM. **NIF Priority** Improvement in children and young people's health and wellbeing. **NIF Driver** School Improvement Assessment of children's progress **HGIOS?4 / HGIOELC Qis** QI 3.1 Ensuring wellbeing, equality & inclusion **National Standard Criteria**	1. Further development of 'The Hive' wellbeing project in order to better meet the emotional needs of some of our most vulnerable pupils.	- Further training for wellbeing workers - (Education Scotland: Creating a Safe, Nurturing & Therapeutic Space) - Further development of The Hive in line with the 3 year strategy. (year 2) - Staff will be clear about how referrals are made to the Hive.	**1. Lead by:** **PT nurture & Wellbeing workers** **Staff will:** - Attend further training sessions - Review and implement year 2 of Hive plan **Meeting time dedicated to this priority:** - NIL **Funding allocated to this Priority:** **DSM –** £NIL **PEF -** £30,500. **How will success will be measured:** - Attendance of pupils accessing the Hive will improve - Hive pupils will be more settled in class 'ready to learn' as reported by class teachers - Wellbeing webs will reflect happier learners - Reduction in exclusion rates - Less pupils on part time timetables - Less pupils requiring 1-1 support for full days **2. Lead by:** **SLT**
	2. Host further GIRFEC awareness raising workshop evenings for both staff and families. By ensuring the adults working with learners have a good understanding of the supports available to them we will be better placed to meet the needs of our children.	- SLT to arrange speakers from Key agencies to talk about they work they do and how they can support schools and families - An evening to be held for parents to hear about this work and what services are available to support them. (SALT, Social Work, Ed. Psych, School nurse, CAMHS, Barnados)	
	3. Design and host 'Winter Workshop' evenings to offer pupils access to opportunities and experiences out with their classroom whilst simultaneously offering access to a hot meal and snack. **(Mainstream & Learning Centre)**	- Work with staff team to agree workshops on offer - Work with Kitchen manager to arrange snacks and meals for those attending - Celebrate attendance and achievement at workshops - Work with community to enhance this offer	

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	4. Revision of the school's Positive Relationships Policy will enshrine the schools commitment to creating a safe and nurturing environment where everyone feels respected & valued. **(Mainstream & Learning Centre)**	- Work with stakeholders to review current policy - Focus groups and working parties to gather input - Changes and additions to be made in line with nurture practices and school values - Revised policy to be shared for review before being implemented August 2023.	**Staff will:** - Attend further training sessions - Know how to complete RFA paperwork in order to capture support for learners **Meeting time dedicated to this priority:** - 1 x twilight session - 1 x meeting time to review paperwork **Funding allocated to this Priority:** DSM – £NIL PEF - £NIL **How will success will be measured:** - Staff will feel more confident about how to support learners with additional needs - Class teachers will be able to complete RFA forms - Parent feedback will indicate they have a better understanding of what support is available to them - Class teachers will be able to discuss supports/possible supports at attainment meetings - Pupils will receive appropriate support from partner agencies **3. Lead by:** **SLT** **Staff will:** - Run after school clubs (6 weeks 07.12.22-12.12.22) **Meeting time dedicated to this priority:** - 6 x 45 min sessions **Funding allocated to this Priority:** DSM – £NIL PEF - £1000

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			How will success will be measured: - Uptake of pupils attending - Feedback form pupils and families - Uptake of meal offers - Staff feedback