

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

School: Beattock 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

Our Vision, Values and Aims

School Statement: *As a school we are constantly reflecting on and evaluating our work with pupils, staff, parents and with our partners in the local community. One of our priorities last year was to revisit our school vision and values. After discussions we agreed the following:*

Our new school motto /vision statement: For every child, irrespective of circumstance to achieve their potential through our school motto- “Come aboard our learning journey for life, work and play.”

Our agreed values: Respect Rights Responsibility Honesty Friendship Happiness Achievement Kindness

Our Aims: To ensure all our pupils develop as...

SUCCESSFUL LEARNERS

- *Children who are motivated and active in their learning*
- *Children who understand what and why they are learning*
- *Children who are involved in planning and making choices in their learning.*
- *Children who can think about their learning in setting next steps and how they can improve*
- *Children who have an opportunity to achieve in lots of ways.*
- *Children who are able to apply their learning and are encouraged to solve problems*

RESPONSIBLE CITIZENS

- *Children who are good role models and are able to respect the needs and feelings of others*
- *Children who are polite and well behaved: they can take ownership of their actions.*
- *Children who are actively involved in making their school and community a healthier and greener place*
- *Children who are aware of Scottish culture and all the cultures that make our society special.*

CONFIDENT INDIVIDUALS

- *Children who feel safe, secure and confident in school and display the same confidence in their local / wider community*
- *Children who know their own strengths and have a “can do” attitude*

- *Children who can contribute and communicate their opinions and ideas.*

EFFECTIVE CONTRIBUTORS

- *Children who can take on different roles by working independently and in a team.*
- *Children who work hard to meet the high expectations we have of them*
- *Children who listen to and value the contributions of others to help them in their learning.*
- *Children who are able to talk about their learning and share it with others.*

Review Activities (as appropriate): As a school we are constantly reflecting on and evaluating our work with pupils, staff, parents and with our partners in the local community.

Staff revisited Vision, Values and Aims at the June 2017 inset and we collectively agreed that since our school motto was only created in 2015, we should keep this to allow it time to become rooted. At the beginning of 2017 – 18 session, our aims were reviewed by parent/carers; learners and other stakeholders and it was agreed that the current values were still relevant and reflected the equity agenda. These are embedded in life of the school for example, throughout the assembly programme, as part of our committees and in our restorative approach to promoting a positive ethos.

Review Date: August 2019

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)
<p>School Priority 1</p> <p>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p>NIF Driver</p> <p>Assessment of children's progress</p> <p>Performance information</p> <p>HGIOS 4 / HGIOELC QIs: 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p>Work across the school and cluster continues on moderation and forms part of our moderation policy and plan. All teachers are becoming increasingly confident in achievement of a level judgement having taken part in moderation activities at school, cluster and authority level in addition to being part of the pilot for the new authority tracking system.</p> <p>Staff have increased confidence with interpreting SNSA results following collegiate time and are using this data to inform professional judgement of achievement of a level. As a pilot school for the new authority tracking and reporting systems, staff have become familiar with the new language and definitions. We continue to use our cluster tracking system simultaneously to ensure robust and rigorous tracking.</p> <p>Our two school teachers, DHT and two Learning Assistants have been trained in the delivery of Closing the Literacy Gap (CLG). Initially, we targeted four P4s and have evidenced a significant rise in attainment in only a 6 week period. We have also implemented Fastlane, a similar approach for older learners with one pupil. Both programmes will be implemented further next session. We continue to see measurable progress with all of our interventions including SRS, Codecracker, Toe by Toe, Maths Recovery and TLQ in our nursery. Following training, our P1 – 4 teacher has introduced Developing Number Knowledge approaches to her teaching. All pupils from P1 – 7 have been assessed and this programme will develop further in the new session.</p> <p>A power of work has been completed across all sectors within the cluster to develop a consistent approach to closing the vocabulary gap and enhancing literacy skills.</p>	<p>Moderation will continue in order to enhance teacher confidence and accuracy in assigning progress through and achievement of levels.</p> <p>New SNSA assessments and scale to be analysed and how that fits with our effective cluster tracking system identified.</p> <p>Continue to look at how the authority tracking system links with the cluster tracking.</p> <p>Work to extend and embed literacy intervention programmes and methodologies across the school.</p> <p>Research evidence based maths interventions and implement (Closing the Numeracy gap)</p>

Impact

We continue to raise attainment across the curriculum; however our small cohorts often skew our successes as the stretch targets are difficult to reach when working with such small numbers.

- 75% (4/5) of our P1s are on track to achieve Early level for reading, writing and talking and listening.
- 100% will achieve Early level in maths.
- 50% (4/8) of our P4s are on track to achieve First level for reading and writing;
- 75% (6/8) talking and listening and
- 38% (3/8) maths.
- 75% (3/4) of our P7s are on track to achieve second level for reading;
- 50% (2/4) for writing and listening and talking; and

Of our P4 & P7 pupils who have not achieved first or second level respectively, we have evidence of their performances in InCAS suggesting they are achieving above their Developed Ability. All pupils not on track to achieve CfE levels are part of our intensive learning support targeted interventions which evidence a positive impact: e.g. a P4 who has undertaken the CLG intervention, has made 23 months' gain in his InCAS reading assessment. Following thrice weekly Maths Recovery sessions, a P4 pupil has made 16 months' gain in InCAS maths assessment results. Furthermore, a P7 has made 33 months' progress following an intensive SRS intervention.

Most children have made improvements in general maths with data evidencing some children making 16 month gains in just under a year.

We have effectively integrated Word Aware and CLG approaches into our whole school approach and have seen improvement in ongoing assessment. InCAS data shows almost all children have made improvements in general reading with some children making 31 months' and 33 months' gains since last session.

Closing the Literacy gap has once again proven to be very effective with progress ranging from 5 – 14 months in reading accuracy, 2 – 4 years in comprehension and 4 – 15 months in spelling.

Having reviewed the impact of SAMSON through critically interrogating data, observed lessons and collegiate time, we recognise it has its place as one resource

	<p>amongst others.</p> <p>All teachers are engaging confidently with the Moderation Cycle to ensure Benchmarks are part of the planning process. Benchmarks are in all literacy, numeracy planners, Social Subjects and Technologies planners.</p> <p>Our consistent approach to teaching vocabulary across the cluster has ensured valuable, particularly in P7 – S1 transition.</p> <p>Our most recent stakeholders' surveys show 100% of pupils agree or strongly agree that they are getting on well with their learning. 100% agree or strongly agree that they get help when they need it and that staff talk to them regularly about their learning.</p>	
<p>School Priority 2</p> <p>Improve learning and teaching and the curriculum-</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3</p>	<p>Considerable progress has been made in this area and teaching and learning was validated and evaluated as 'very good' in our May 2018 inspection.</p> <p>Each class now has their own iPad; however the lack of infrastructure to support wi-fi has slowed down our progress with using an online platform for our PLPs. We have wi-fi being installed before the end of term and intend fully implementing PLPs at the beginning of next session following research by all teaching staff.</p> <p>Planners across the curriculum have been amended to reflect any changes and to show approaches to embedding literacy and numeracy across the curriculum. Teachers are confidently planning and carrying out at least TWO holistic assessments a year: one literacy and one numeracy.</p> <p>All staff have engaged in professional research including reading and learning opportunities around effective learning and teaching strategies including Developing Number Knowledge, Closing the Literacy Gap, Fastlane, Closing the Numeracy Gap and Talk for Writing. Some teachers have been involved in a professional reading group with cluster primary and secondary colleagues and others have been involved in a writing working party across the cluster. We are working hard to improve the quality of writing as identified by ourselves and reiterated by HMIE.</p> <p>All staff confidently engage with our cluster Employability Skills Framework with employability skills embedded in discrete subjects including Social Subjects and Technologies. As a result of our partnership with Dumfries and Galloway College, all of our P1 – 7 pupils spent a whole day there learning about and carrying out vocational employability skills including engineering, childcare, woodwork, sports development and electrical work.</p> <p>Our new Technologies planners with benchmarks are now fully embedded across the school. The 3 year rolling programme allows for depth, breadth and skills progression</p>	<p>Identify Pupil Profiles that are meaningful and effective.</p> <p>Implement profiles across the school.</p> <p>Continue to build a bank of holistic assessments that demonstrate the application of skills in new and unfamiliar contexts.</p> <p>Staff to continue to engage in professional reading and research.</p> <p>Continue to ensure that employability skills are at the forefront of our thinking. Begin to support pupils in identifying their learning and employability pathways.</p> <p>Update Technologies when relevant and in relation to advances in digital technologies.</p>

	<p>across Early to Second level.</p> <p>Impact The introduction of mi-fi and iPads to allow pupils to track their learning, set targets and share with their parents/carers will allow us to continue to involve children in setting learning targets, planning their learning and documenting progress in their learning as recommended by HMLe.</p> <p>Holistic assessments are increasing teachers' confidence in ensuring application of skills across the curriculum. Formative and summative assessment evidences that pupils enjoy this learning skill and skills are being transferred.</p> <p>Using practices and methodologies from targeted interventions such as Maths Recovery, CLG and Developing Number Knowledge as a whole school approach has seen learner engagement increase. Classroom observations and teacher feedback evidence pupils having a deeper understanding of their learning therefore experiencing more success.</p> <p>All teachers from Early - Second level are confidently making use of our updated Technologies planners. One of our teachers have forged a strong partnership with the RAISE Team and is making effective use of Yammer to look outwards. We have had a significant focus on STEM this session with pupils participating in authority and national projects with the James Dyson Foundation, building their own electric cars and further developing Coding. Feedback from pupils, staff and parents show high levels of engagement. Our Digital Leaders continue to inspire other children and our after school Code Club is very well attended. We have fostered a partnership with Community Windpower Limited around Developing the Young Workforce and are exploring STEM accreditation.</p>	
<p>School Priority 3:</p> <p>Extend nurturing approaches across the school</p> <p>NIF priority Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF driver</p>	<p>We continue to make considerable progress in this priority. Our nurturing ethos was commended in our Inspection Report June 2018 where it stated: <i>'The wellbeing of all children is of paramount importance to the headteacher and staff at Beattock Primary School. Their approaches to supporting children to feel safe and healthy and respected are rooted in the principles of the rights of the child which are firmly embedded in the culture of the school and nursery class. Staff are passionate about the existence of an ethos that supports children to achieve well and for children and their families to feel included in school.'</i></p> <p>When reporting on 3.1, HMLe stated: <i>'The action the school has taken to tackle underachievement has significantly raised attainment across the school. The headteacher and her staff are fully committed to improving the life chances of children affected by socio-economic deprivation, poverty and ill health.'</i></p> <p>Through our PEF Profiles, interrogation of data and robust tracking, we continue to identify children who are not achieving their potential and implement targeted interventions to raise attainment. Additionally, we continue to work closely with a</p>	<p>Continue to reflect upon, build upon and enhance nurturing approaches / provision for targeted pupils/groups</p> <p>e) Build staff capacity to deliver intervention programmes to address issues in literacy / numeracy/ nurture and well being</p>

<p>Teacher professionalism Assessment of Children's Progress Performance information</p> <p>HGIOS 4 / HGIOELCC? Qis: 1.1 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>number of services including Opportunities for All, ELFSO, SALT, Ed. Psych, Physiotherapy, Inclusion Support Team, EV, Childsmile and Women's Aid to try and improve the health and wellbeing of our most vulnerable children and their families. We continue to provide Story Massage to all children who want to participate.</p> <p>Our Wider Achievement tracking system allows us to record our pupils' successes and identify children who are not participating in a wider range of activities. We continue to work closely with Active Schools and community partners to deliver curricular and extracurricular activities. We are working closely with our secondary colleagues to develop our own HWB tracking sheets.</p> <p>We continue to make most effective use of our Lounge for family learning activities, Toy Library, targeted interventions and visiting specialists.</p> <p>Most of our staff have been trained in the delivery of Closing the Literacy Gap (CLG) which has had one successful block thus far.</p> <p>We became the first school in Dumfries and Galloway to achieve the prestigious Unicef accredited Gold Rights Respecting Schools' Award.</p> <p>Some staff have engaged in an 8 week Mindfulness programme to nurture their own wellbeing and cascade this to colleagues and pupils.</p> <p>We have been invited to become a case study for the Scottish Government Inclusion Fund following our successful application to assist the needs of one of our youngest pupils in our nursery.</p> <p>Our Relationship Policy has been commended by a number of services, partners and visitors to our school including HMIE.</p> <p>Impact</p> <p>We have a HWB rolling programme in progress to track breadth, depth and skills progression.</p> <p>Pupils at risk of missing out have been helped financially with trips, residentials, paying for books, etc.</p> <p>We continue to monitor our pupils' wellbeing through a variety of methods including the Wellbeing Web. Our DHT meets with all children to discuss any issues and concerns.</p> <p>Increased confidence amongst SMT using the Wellbeing App and new Pastoral Notes to share information with colleagues in other services to promote the principles</p>	<p>f) Roll out application of wellbeing app within SEEMIS</p> <p>g) Implement activities to acquire Rights Respecting School Gold award</p> <p>h)) Investigate mental health awareness training for primary staff/ parents / community groups</p> <p>i) Implement and evaluate impact of new Relationship Policy</p>
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	<p>of GIRFEC. Our curricular DHT undertook the GIRFEC and Pupil Support role in our Pupil Support DHT's absence which increased her confidence, knowledge, understanding and skills around 3.1.</p> <p>Following our RRSA Gold accreditation and our DHT's presentation to all D&G headteachers, we have hosted a number of schools interested in beginning their children's rights' journey. Our pupils have an increased pride in this achievement and we children's rights continue to underpin our practice and ethos.</p> <p>As a result of our positive partnership with Moffat RAMS Rugby Club who deliver curricular and extracurricular rugby sessions, we were nominated for an Annandale and Eskdale Active Schools Small School Award.</p> <p>100% pupils in our most recent stakeholders' surveys agreed or strongly agreed that staff and pupils treat them fairly and with respect and that they feel safe and cared for in school.</p> <p>Since the introduction and implementation of our Relationship Policy, we have had no exclusions and staff report they find challenging behaviour easier to deal with.</p>	
<p>School Priority 4: Review approaches to family/ community learning/ engagement with partners</p> <p>NIF Priority</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs: 1.3 1.5 2.1 2.4 2.5 2.7 3.1 3.2 3.3</p>	<p>a) Review and extend opportunities to engage with parents / family learning through - use of social media to extend communication - opportunities for parents to engage in events to support learning</p> <p>b) Continue to engage with staff and partners to implement Career Education Standard- review links with SDS etc</p> <p>c) Review impact of Little Acorns</p> <p>Our <i>'long standing positive and supportive relationships with families'</i> was recognized in our Inspection Report June 2018. We continue to work hard together to ensure families feel welcome, valued and involved in the life of the school. The introduction of our Toy Library and nursery Maths and Sunshine Bags has been successful and promoted family learning. We have empowered parents to take responsibility for these projects. Additionally, four parents continue to run our bi-weekly Breakfast Club which we offer free as a result of our partnership with Lockerbie Tesco.</p> <p>HMIe recognised that <i>'as a result of carefully judged ongoing support and effective partnership working with parents important positive changes can be seen which include supporting learning in the home and reducing levels of isolation, stress and anxiety for adults and children.'</i> We were asked by Education Scotland to share this effective practice as part of a Case Study which is now live on the Education Scotland website.</p> <p>In order to further develop the successes we have had around 5.2, we attempted to</p>	

introduce the Incredible Years parenting programme in partnership with Early Years Scotland as recommended by inspectors; however we were one parent short of making the 6 number minimum required. We have expressed interest in this for next session as well as the P1 Stay, Play & Learn sessions; however, unfortunately the latter project would cost almost our entire PEF budget. We are exploring ways of delivering similar session ourselves.

We have explored many options to try and introduce an accredited Food Hygiene course for parents/carers and staff, but have found it challenging to get partners on board due to service cuts. Nest session, we are pursuing a partnership with Moffat Academy's Home Economics teacher to provide training.

External accreditation:

- Gold Rights Respecting Schools Award (Unicef's RRSA highest level)
- 4th Eco Green Flag – holders since 2011.
- Fairtrade: FairAchiever Award

Impact

100% of parents agreed or strongly agreed that the school has a good reputation in the local community and works well with them.

We continue to engage with families and the wider community via our very active Facebook page. 92% of our parents/carers report they engage with our page which currently has just under 300 followers. This online activity not only shares our pupils' learning, but promotes our values and ethos. Our profile is also raised and has resulted in international links with a school in Malawi.

Last session's stakeholder survey, 12% of parents said they did not fully understand our assessment process, so we were pleased that a number of parents/carers attended our assessment information session.

Following our highly positive inspection, Education Scotland Case Study and Rights Respecting Schools' Gold accreditation and our DHT's presentation at the Authority Priority Day in November, we have hosted a number of staff from schools seeking support, and engaged in professional dialogue with colleagues within and out with the region about how we can support their journeys. This has given us opportunity to look outwards and make links to continuously improve our own practice.

Our baby and toddler group, Little Acorns continues to be well attended. We successfully applied for £4680 Minnygap WindFarm funding allowing us to offer this programme until June 2020. This, in addition to our weekly Stay 'n' Play ELC sessions and various opportunities including Maths & Sunshine Bags, Book Club and

	<p>Craft Club, promote family learning whilst allowing ELC staff to model good communication and parenting skills. As recommended by HMle, as a staff, we are <i>'continuing to develop a shared understanding of family learning and how it can impact positively on children's learning in the ELC class'</i>. We were unsuccessful in our application to present at the Scottish Learning Festival this year; however the motivation and confidence of staff should be recognised.</p>	
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • 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? 	<p>Our Pupil Equity Funding this year has been used for staffing to carry out specific targeted interventions. This session we have focused on Closing the Literacy Gap as this is a research based programme with robust data to demonstrate its effectiveness. This work has been very successful with progress ranging from 5 – 14 months in reading accuracy, 2 – 4 years in comprehension and 4 – 15 months in spelling. It is widely recognised that challenges children face in literacy impact their progress and ability to access all other areas of the curriculum. Therefore, the small amount of PEF money we receive has been very well spent.</p>	

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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>Developing a shared vision, values and aims relevant to the school and its community</p> <ul style="list-style-type: none"> • The strong ethos in our school community is underpinned and driven by our agreed vision, values and aims • Our vision is strengthened by our work to achieve Rights Respecting School Gold status • Our vision, values and aims are embedded through regular focus in class work, school committees and through assemblies and rewards <p>Strategic planning for continuous improvement</p> <ul style="list-style-type: none"> • We continue to have a clear focus on equity and excellence in the context of our cluster - school priorities are rooted in the distinct needs of our community • There is a strong, inclusive ethos with staff at all levels actively demonstrating commitment to the young people in the school. • The school motto of <i>“Come aboard our learning journey for work, life and play”</i> underpins the drive for the highest standards to ensure all learners achieve their potential. Effective use of data helps us to evaluate need and the impact of interventions currently in place • Staff and pupils demonstrate a strong sense of pride in their school and pupils are encouraged to represent their school in a wide range of activities. • There is a clear commitment to encourage staff to look inwards, outwards and forwards. Many staff have links with schools in other parts of the authority or further afield (Glenrothes, North Lanarkshire, Glasgow) to look at practice to inform our improvement plans. • • • • • 	<p>Continue to hold the values of a Rights Respecting School at the heart of everything we do</p> <p>Maintain our clear focus on equity and excellence within our context</p> <p>Self-evaluation should remain a key focus and we should continue to engage with research and look beyond our cluster and indeed our region</p> <p>Continue to enhance and encourage leadership at all levels</p>	<p>5</p>

	<ul style="list-style-type: none"> • Staff in the school and nursery are creative and forward thinking – strategic planning is aspirational and has at its core the current commitment to ensure equity. Our latest CareInspection awarded an evaluation of excellent for the quality of staffing in the nursery. <p>Implementing improvement and change</p> <ul style="list-style-type: none"> • All staff are active members of our team and contribute to significantly improving outcomes for learners. • Staff have been instrumental in taking forward improvements related to literacy, digital technologies and nurturing approaches • Staff at all levels identify the importance of professional development and actively seek out ways to move their own pedagogy forward. • Professional learning is shared consistently • Staff are creative in ensuring children have a rich learning experience across the four contexts for learning. Examples beyond the classroom include Code Club, working with local employers etc. <p>Pupil voice and leadership is strong across the school e.g. all pupils are a member of a committee, house captains, vice captains, buddies etc</p>		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Learning and engagement</p> <ul style="list-style-type: none"> • The very positive nurturing ethos and culture of Beattock emanates from our UNICEF accredited Rights Respecting School status. • Almost all learners actively engage in their learning • Outdoor learning is embedded in the curriculum and across the four contexts for learning • Whilst recognising the challenges of multi-level composite groups, learners experience tasks and activities matched to their interests and abilities • Learners have opportunities to shape the life and work of the school – pupil voice is developed from an early age • All pupils participate in school committees • The House System is used effectively <p>Quality of teaching</p> <ul style="list-style-type: none"> • Teaching approaches are built on positive and nurturing relationships – staff know their learners very well and plan for motivating and engaging experiences • Staff are keen to make use of digital technologies to support and enhance learning and to further involve parents. However 	<p>Continue to explore methodologies to support the teaching within multi-level composite classes.</p> <p>Continue to identify interventions that are based on research and evidence in order to support closing the attainment gap</p> <p>Keep up to speed with any changes in digital technologies</p> <p>Prepare for the authority expanding the use of digital technologies</p> <p>Differentiation – this will be a</p>	<p>5</p>

	<p>there are restrictions on the extent to which we can implement due to authority protocols</p> <ul style="list-style-type: none"> • Staff employ a range of formative assessment approaches and build in learning intentions and success criteria as part of everyday practice • Staff focus on effective questioning, including higher order tasks to reflect on the key learning undertaken <p>Effective use of assessment</p> <ul style="list-style-type: none"> • Staff have engaged with benchmarks and employ a wide range of formative (AiFL), summative, and standardised assessment strategies • Assessment is planned from the outset and all staff have been involved in moderation exercises to share standards around planning and assessment • Children routinely peer and self-assess their own and others' work • A blend of assessment approaches inform teacher judgement – these include Aifl, cluster assessments, standardised assessments and holistic assessments <p>Planning, tracking and monitoring</p> <ul style="list-style-type: none"> • Progress of every pupil is tracked through annual assessments at every stage • Staff are skilled in planning next steps for learning based on this. • Our judgements are robust, reliable and valid and have been produced through ongoing moderation of standards across the cluster • Attainment meetings ensure all staff can pinpoint pupils who require additional support or further challenge. This includes for those facing additional challenges or affected by deprivation. This data helps us to plan for effective use of equity funding and to evaluate the impact of interventions we put in place 	<p>cluster priority next session</p> <p>Work with cluster colleagues on seamless programmes of learning with a focus on P7 – S1</p> <p>Work with the local authority to pilot and adapt the new tracking and reporting system on SEEMIS</p> <p>Continue to be part of robust moderation across the cluster</p> <p>Continue to target pupils identified within attainment meetings</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Wellbeing</p> <ul style="list-style-type: none"> • Staff across the cluster put wellbeing and nurturing approaches at the heart of their daily practice. All staff and stakeholders ensure that there is a climate of trust and mutual success where pupils feel safe and where they know they can get support when necessary. • All staff are involved in providing personal support to children– the wellbeing indicators and children's rights have a high profile in the school and all pupils are engaged in reflection activities regarding their own health and wellbeing. 	<p>Continue to carry out the excellent work on nurture and wellbeing that is taking place</p> <p>Look for methodologies that can extend and enhance our approaches</p> <p>Ensure our relationship policy is</p>	

	<ul style="list-style-type: none"> We work hard to maintain positive relationships across the school and in the wider community and have formalised this in our new Relationship Policy which reflects our vision, values and aims. The school works very well with partners in the local community especially in the nursery. We encourage all young people to participate in the wider life of the school with a variety of extra-curricular opportunities on offer after school and at the weekend e.g. Tag rugby festival, athletics Organised professional learning opportunities are offered to all staff (including support staff) and frequently centre around GIRFEC and wellbeing e.g. recent staff training on Adverse Childhood Experiences and their Impact on the Poverty Related Attainment Gap <p>Fulfilment of statutory duties</p> <ul style="list-style-type: none"> Our unique cluster management structure ensures that key staff have a thorough knowledge and understanding of the statutory duties pertaining to GIRFEC and to ensuring wellbeing, equality and inclusion. All staff have been trained on Child Protection procedures and on issues relating to wellbeing e.g. Adverse Childhood Experiences <p>Inclusion and equality</p> <ul style="list-style-type: none"> We know pupils in the school very well and can intervene appropriately for those at risk of underachieving though ill health, poverty, mental health etc. Equity funding allows us to support families in terms of residential, trips, breakfast, snack. books etc 	<p>embedded across the school</p> <p>Continue to develop community partnership working</p> <p>Staff should continue to engage with the professional reading / learning group across the cluster</p> <p>Update child protection training at the start of next academic session</p>	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early</p>	<p>Attainment in literacy and numeracy</p> <ul style="list-style-type: none"> Improving overall levels of attainment across the school has been a key priority performance of individual pupils has been a key focus. Although within their own milestones, performance tracking and assessment indicates good progress Almost all learners make good progress from prior levels of attainment The impact of recent drives to improve attainment in literacy and mental maths has been successful <p>Attainment over time</p> <ul style="list-style-type: none"> The relentless focus on improving attainment has been a key feature for professional learning with the staff and they are 	<p>Continue to track and monitor individual pupil progress carefully</p> <p>Target short term interventions that are evidenced by research when dips in children's learning are identified</p> <p>Moderation within the levels of the new authority tracking system – what does 1b look like?</p> <p>Track the individual pathways for</p>	<p>5</p>

<p>Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children’s progress over time</i> • <i>Overall quality of children’s achievement</i> • <i>Ensuring equity for all children</i> 	<p>confident in analysing attainment trends through a robust and consistent tracking system</p> <ul style="list-style-type: none"> • Moderation and assessment data demonstrates a strong picture for pupils within their individual milestones • Almost all pupils from Beattock go on to build on exit point P7 attainment and trends over time show almost all go on to secure a positive destination on exit point from secondary • The nature of the all through cluster allows Beattock Staff to continue to monitor progress of individuals and cohorts as they continue their education at secondary <p>Overall quality of learners’ achievement</p> <ul style="list-style-type: none"> • All pupils are presented with a wide range of opportunities for wider achievement – for example Active School clubs and festivals, activities relating to the Year of Young People, visits to Glasgow, Edinburgh and Dumfries and various trips in the local area including Moffat etc. • The school is been accredited with their Gold Rights Respecting School status – the first in Dumfries and Galloway <p>Equity for all learners</p> <ul style="list-style-type: none"> • The majority of pupils achieve and attain well. Individuals with barriers to learning, be it financial or academic are identified quickly and supported with their specific need • A number of FME pupils are attaining well above national expectations for their age 	<p>our pupils as the move through secondary in order to ensure we are supporting them into positive destinations (work with secondary cluster colleagues)</p> <p>Continue to uphold the values of a Rights Respecting School</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • The curriculum model has now been evolving for a number of years with clear planning and progression frameworks demonstrating how the pathways articulate for all learners • For literacy and numeracy, there are robust plans to ensure coherent programmes that are consistent across the cluster. • Beattock staff work hard to ensure 3 or 4 year rolling programmes provide opportunities for all pupils to experience the range of Es and Os (and Benchmarks) from early level to level 2 (and for some level 3) • Staff are engaging with Benchmarks and amending course plans in a systematic way • Curricular and pastoral transitions to ensure effective learning pathways are a particular strength of the all through set up in the cluster. The transition from nursery to P1 and from P7 to S1 are particularly successful in blurring the edges between sectors • Outdoor learning activities feature regularly throughout the 	<p>Continue to develop the curricular model in line with any changes to CfE and advice from Education Scotland and the local authority. Review rolling programmes as and when appropriate. Continue to engage with the benchmarks and update courses as appropriate. With colleagues across the cluster, work on progression pathways in order to ensure the correct positive destination for our young people when they leave school. Again, work with our secondary colleagues to develop a seamless curriculum across the BGE that ensures there are no dips in a child’s learning. STEM and employability skills should remain a focus and be integral across the curriculum.</p>	

	<p>year</p> <ul style="list-style-type: none"> • The current focus for curriculum development is on developing coherent programmes for STEM / digital technologies • An employability skills framework has been developed and is being rolled out across the cluster • All pupils have been involved in various Employability skills events including a World of Work event speaking directly to staff from a range of jobs. This complements work done on promoting an early awareness of the world of work 	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<ul style="list-style-type: none"> • We work closely with a range of partners who work well with us to enhance learning – these include Active Schools, volunteers from Run, Jump, Throw, our school Chaplaincy Team, local employers and businesses, the Community Council and the local Lunch Club • The school attempts to engage parents in the life and work of the school through a high number of activities including bring your parent to school day, learning celebrations, sessions on safe use of social media, workshops on making healthy snacks etc. • The school benefits greatly from the support of a very active and supportive Parent Council and Early Years forum. They raise funds for the school to help reduce the cost of the school day for families and organise social events for children and families • We put stakeholder surveys out to parents again this year and the results were very positive. Results will be shared with parents and carers in our annual Standards and Quality Report at the start of next session. • Parents are invited to engage in the pupils’ learning through open afternoon and celebrations of learning. • Social media is now more commonly used to ensure parents are aware of the work happening in school and about the very many achievements of our young people – Class Dojo, school website, Facebook page etc. • A number of workshops to help parents engage to support the learning of their children have been offered e.g. Tea & Toast in the nursery. • We have been successful in securing windfarm funding in order to continue to run our very successful Little acorns sessions, which give the youngest members of our community and their parents/carers the opportunity to come into school, play and learn. 	<p>Although we have excellent relationships with community partners we will continue to look for innovate ways and opportunities to engage and work with them. We have a very active and supportive parent council that we will continue to work with and support. We will continue to engage and work with parents through open afternoons, celebrations of learning and social media. We will endeavor to identify parental learning opportunities that can be accredited and support their delivery. Little Acorns has proven very successful for both the youngest within our community and their parents and carers. This is something we aim to continue over the coming years.</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

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.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	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)
<p>School Priority 1</p> <p>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p>NIF Driver</p> <p>Assessment of children's progress</p> <p>Performance information</p> <p>HGIOS 4 / HGIOELC QIs: 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p>Moderation activities will provide opportunities for sharing practice with peers and ensure a consistent level of pace and challenge to maintain high levels of attainment</p> <p>Staff confidence in determining achievement of a level will increase - % achieving expected levels will reach / exceed 85% in line with govt stretch targets (with a focus on new stretch target of 90%)</p> <p>Our involvement as a cluster in the local authority tracking working group will allow us not only to support our young people but also our colleagues and young people across the authority.</p> <p>Seamless progression of programmes into secondary will help to ensure there are no dips in pupil's learning</p> <p>All learners will experience rigorous programmes to improve literacy and numeracy levels – observations of learning / attainment data will evidence this. Staff / pupil /parent evaluations of impact of new literacy and numeracy</p>	<p>6 Workstreams</p> <p>a) extend opportunities to moderate/share national standards for literacy and numeracy across all curricular areas</p> <p>b) work with local authority on new tracking and reporting system if/where possible align with cluster tracking.</p> <p>c) Staff training and update on new SNSA scale, how that correlates to progress through and achievement of a level information</p> <p>d) Embed English and Maths programmes across the primary and ensure continuity, seamless progression and links to secondary programme.</p> <p>e) Extend and evaluate literacy intervention programmes with targeted pupils – e.g. Fastlane, Closing the Literacy Gap and continue to build capacity of staff involved</p> <p>f) Review approaches to numeracy – Developing number knowledge, Maths</p>	<p>Moderation policy and plan for 2019-2020 updated</p> <p>Whole staff development time –</p> <p>a) 4 hours set aside on calendar for moderation of literacy and numeracy</p> <p>b) 2 x 1.5 hour slots – by June 2020</p> <p>Contribute to local authority working group on new tracking system - throughout the year</p> <p>Staff training/update on SNSA scale and how the assessment data can be used to support individual pupil targets</p> <p>Additional time to support targeted pupils with FME on one to one or small group intervention approaches e.g. SRS, Closing the Literacy Gap/ maths recovery/ Samson plus (PEF) By June 2020</p> <p>Key personnel oversight of tasks Strategic lead: AM (AHT and QAMSO input)</p> <p>a)AM, KM b)AM, KM, MM, LY</p>

	<p>approaches will be positive</p> <p>A continued focus will be analysing data to ensure closing of attainment gaps</p>	<p>recovery training</p>	<p>c)KM d)KM, AC, KW, SMcB e)KM f) KM</p>
<p>School Priority 2</p> <p>Improve learning and teaching and the curriculum-</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3</p>	<p>Pupils will be involved in reviewing and recording their own progress and will be able to share with parents and carers</p> <p>Learners will be given tasks that challenge them at their own level and ensure their individual benchmarks and targets are being met. This will support the closing of the attainment gap.</p> <p>Pupils, staff and parents will have a greater understanding of employability skills and pupils will be able to track their progress through the employability skills framework.</p> <p>Staff practice will change to ensure teaching approaches to improve learning experiences are highly effective. This will be evidenced through classroom observations /staff and pupil surveys</p> <p>Children will be receiving the most up to date technology experience and developing skills for learning, life and work.</p>	<p>6 Workstreams</p> <p>a) Look outwards to identify effective means of profiling pupils electronically.</p> <p>b) Introduce personal learning plans across the school</p> <p>c) Work with colleagues across the cluster on effective differentiation</p> <p>d) Work with DYW to develop employability skills and profiling in order to support our young people on to positive pathways</p> <p>e) engage with latest research and professional reading around effective learning and teaching methodologies and intervention strategies/programmes</p> <p>f) embed technologies programme across all stages and keep up to date with any advancements</p>	<p>Profiling – this will involve ongoing research and piloting throughout the year in order to identify the most effective method</p> <p>Personal Learning plans to be introduced – by June 2020</p> <p>Key personnel oversight of tasks Strategic lead: KM a) KM, NB, LY b) KM, NB, MM, LY c) KM, NB, AC, RA d) KM, KC e) KM f) KM, LY</p>

<p>School Priority 3</p> <p>Extend nurturing approaches across the school</p> <p>NIF priority Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>NIF driver Teacher professionalism Assessment of Childrens’ Progress Performance information</p> <p>HGIOS 4 / HGIOELCC? Qis 1.1 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>Pupils will be supported to maximize their physical and emotional health to enable them to access education – wider achievement, attainment and participation</p> <p>Target pupils / groups will be gaining in confidence and their levels of attainment /achievement will be improved.</p> <p>Support staff will feel more confident in delivering key intervention programmes</p> <p>Work towards Rights Respecting School Beyond Gold award will continue to be embedded in our ethos and values and impact not only our young people but also their community</p> <p>Staff, parents and partners will have a greater awareness of mental health issues for young people and will know how to access support</p>	<p>6 Workstreams</p> <p>a) Update planning and assessments for health and wellbeing (to include a 3 year rolling programme)</p> <p>b) Extend and evaluate nurturing approaches / provision for target pupils</p> <p>c) Extend our approaches to parental engagement to include family learning</p> <p>d) Build staff capacity to deliver intervention programmes focused on numeracy</p> <p>e) Work towards Rights respecting School ‘Beyond Gold’ accreditation (would be achieved 2021/22)</p> <p>g) Continue to investigate and explore opportunities for mental health awareness training for both staff, pupils and parents</p>	<p>This work will be ongoing throughout the year – June 2020</p> <p>PEF funding will support the implementation of effective, evidence based interventions throughout the session – June 2020</p> <p>Work to be carried out across the cluster and SQF accreditation sough – June 2020</p> <p>Key personnel oversight of tasks Strategic lead: NB/KM</p> <p>a) NB, KM b) NB, KM c) NB, KM d) KM e) KM f) NB</p>
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