

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

School: Belmont/St Joseph's RC 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

At Belmont Primary School pupils, staff, parents/carers and partners in the community work together to:

- Create a supportive learning environment where everybody is happy, safe and achieving
- Raise attainment through relevant, meaningful learning experiences.
- Ensure every child has the same opportunity to succeed.

Our Values

At Belmont Primary School
we are all FRIENDS:

Fun

Respected

Included

Enthusiastic

Nurtured

Determined

Supportive

Our Aims

We are aiming for ALL pupils to be:

- Successful Learners**
- Responsible Citizens**
- Effective Contributors**
- Confident Individuals**

Together, we should aim to be the best we can be.

Review Date: September 2019 onwards.

Review Activities (as appropriate): Our Pupil Council will engage in a review of Belmont Primary School's Vision, Values and Aims during Terms 1/2 of Session 2019/20. The Pupil Council will present a draft version to pupils and staff at a whole school presentation early in Session 2019/20 and this will be followed by consultation with the Parent Council. Parent/carer views and the views of our partners in the community will be sought after this process and this will be followed by a finalised version being distributed to all stakeholders

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: Raising Attainment & Achievement</p> <p>(Including Learning , Teaching & Assessment</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> • Assessment of children's progress • Teacher professionalism • School improvement • Performance information <p>HGIOS? 4 / HGIOELC? QIs: (2.3, 3.2)</p>	<p>-Ongoing Headteacher's analysis of stage performance and predictions in Numeracy and Mathematics and Literacy and English CfE Levels has informed teacher judgement on the allocation of enhanced support for pupils through appropriate and targeted timetabling and identified activities/initiatives for individuals and groups of learners (CfE Predictions Proformae, Professional Dialogue, Headteacher CfE Predictions/attainment analysis).</p> <p>-Class teacher judgement has been further informed with regards to Free School Meal Entitlement, CfE Performance Analysis, SIMD information etc., to ensure enhanced support is allocated to pupils and groups of pupils who should benefit from PEF initiatives and Additional Support for Learning input. (Professional Dialogue, Headteacher CfE Predictions/attainment analysis, Closing the Literacy Gap Commentary, TLQ Progress report, SNSA Summary).</p> <p>-Ongoing rigorous review of the effectiveness of planned interventions through PEF with a view to streamlining them as considered appropriate has enhanced staff awareness of strategies and resources to be utilised in improving literacy and numeracy skills and associated attainment for identified pupils. (Professional Dialogue, Headteacher CfE Predictions/attainment analysis, Closing the Literacy Gap Commentary, TLQ Progress report, SNSA Summary).</p> <p>-Up-skilling of staff following training for Maths Recovery strategies has resulted in enhanced delivery of Numeracy and Maths through staff focus on strategies to improve understanding of key concepts and thereby further</p>	<p>-To continue to agree and implement specific interventions to raise attainment within identified groups of pupils i.e those who benefit from Pupil Equity Funding but also focus on universal support and challenging more able pupils.</p> <p>-Complete end of year PEF related assessments to measure impact of identified initiatives and to inform future planning with respect to PEF Priorities for Session 2019/20 (June 2019).</p> <p>-Planned opportunities through Cluster Planning for staff to look outwards at standards in moderation more widely across the authority and beyond. To seek continued input from local authority QAMSOs</p>

	<p>improve attainment at Early, First and Second Level. (Professional Dialogue, Maths Recovery Training (October, November and February), Headteacher CfE Predictions/attainment analysis, SNSA Summary)</p> <p>-All staff engaged in Cluster moderation process through cluster collegiate sessions and in-service providing planned opportunities for staff to look outwards at standards in moderation more widely across the authority and beyond. (Cluster Collegiate Sessions - 30 Jan. 19, March .19 , Professional Dialogue)</p> <p>- Generation and adoption of assessment proformae that are meaningful to both staff and pupils in determining progress within the curricular areas of Numeracy and Maths and Listening and Talking and which are aligned with the appropriate Benchmarks. (Revised Numeracy and Maths Rubrics and Listening and Talking Rubrics for implementation Session 19/20, CfE attainment in Numeracy and Maths and Talking and Listening June 2019)</p> <p>-Up-skilling of staff following the delivery of Closing the Literacy Gap training from Elaine Callander (ASLT. Authority). Intensive delivery of Reading and Writing interventions have proved to dramatically increase pupil attainment and confidence in these key outcomes. (Closing The Literacy Gap and Fastlane commentary, CfE Attainment Analysis)</p>	<p>-Implementation of revised Numeracy and Maths and Listening and Talking Assessment Rubrics.</p> <p>-Following completion of Scottish National Standardised Assessments and the collection of CfE performance data in literacy and numeracy at Early, First and Second Levels in June 2019 generate performance analysis. Said analysis will support evidence of impact of PEF Priorities and inform priorities/provision for Session 2019/20 at individual, group, class and cohort level.</p>
<p>School Priority 2:</p> <p>NIF Priority</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <ul style="list-style-type: none"> • Teacher professionalism • School improvement <p>HGIOS? 4 / HGIOELC? QIs:</p> <p>2.2, 3.2,</p>	<p>- Through increased emphasis on peer moderation, staff have benefited from opportunities to share good practice and reflect on new strategies and approaches in learning and teaching. This has led to enhanced opportunities for children to further develop and apply their skills in numeracy and mathematics and literacy and English across the curriculum.</p> <p>-Cluster moderation approaches have further facilitated enhanced opportunities for practitioners to look outwards in their professional learning (Peer monitoring, Cluster Collegiate Sessions, Collegiate Sessions, Professional Dialogue, Co-operative teaching, Increased opportunities for training/up-skilling staff e.g Maths Recovery training, Closing the Literacy Gap training)</p> <p>-Focusing initially on Early Level, creativity has been developed further following a review of indoor and outdoor play resources and opportunities. Children have discussed and worked on their next steps in learning and now have a range of resources available for them to practise their fine and gross motor skills. (Nursery Action Plan, Nursery/Early Level Collegiate Sessions, Pupil/Parent Carer Consultation.)</p>	<p>-Continue to create opportunities for the sharing of good practice in learning and teaching and explore opportunities to share skills and training linked to successful PEF initiatives e.g Closing the Literacy Gap and TLQ.</p> <p>-Develop increased creativity / innovation in learning & teaching approaches particularly focusing on Early and First Level CfE.</p>

	<p>-Through engagement with a wide range of external agencies e.g Feis Rois, Acorn After School Group, Active Schools etc. across primary stages children benefit from a wide range of services/opportunities to develop skills for life throughout the breadth of the curriculum. (School Newsletter, School App, External services/agency engagement, Pupil Council and pupil engagement with skills for life opportunities)</p> <p>-Children develop skills through engagement with Enterprise activities, Emergency First Aid, Team Building activities, Computer Science: Coding etc. Block of Wider Achievement activities commenced in the P6/7 Learning Community (February 2019) supporting learning across the life of the school. (School Newsletter, School App, Pupil engagement with skills for life opportunities, Pupil Council.)</p> <p>Senior pupils are developing their skills as responsible citizens, effective contributors and confident individuals through taking the lead in supporting younger children across a number of activities. Senior pupils are provided with opportunities to develop the four capacities through supporting younger pupils as play leaders, buddies, leading After School clubs etc. (School Newsletter, School App, Pupil engagement in a range of activities as either leaders or participants., Pupil Council)</p>	<p>-Ongoing evaluation of our approach to tracking wider achievement to ensure it is more robust and provides evidence of the impact of wider achievement activities in order that we can gauge the development of skills.</p>
<p>School Priority 3:</p> <p>Partnership working, Wellbeing, Equity & Inclusion</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children 	<p>-Families have benefited from enhanced opportunities of engaging in the raising attainment and achievement agenda through initial consultation sessions with parents/carers of identified children, after school parental/carer support sessions in the form of PEF Homework Clubs, First Level Homework Clubs and engagement with parents/carers in the Closing the Literacy Gap Initiative. -PEF has been effectively utilised to further develop parental engagement in raising attainment and achievement with identified families. Further development of our inclusive practices, with the support of partners, is enhancing attainment and achievement for our most challenged learners</p> <p>(Primary 2 Homework Club, PEF Support Homework Club - K Blackwell, Closing the Literacy Gap Initiative, Parent/Carer Meetings, Parent/Carer Drop-In Session (Jan 28), PEF Pupil Overviews P1-P7, PEF Pupil Engagement Groups, PEF Driver Diagrams, PEF Folders)</p>	<p>-To engage in whole school evaluation and review of our approaches to further enhance the very positive ethos of the school. This review will utilise guidance from the United Nations Convention on the Rights of the Child (UNCRC) and Respect Me Scotland's Anti-Bullying resource. This review will involve all stakeholders and inform a whole school Positive Relationships Policy.</p>

<p>NIF Driver</p> <ul style="list-style-type: none"> • Parental engagement • Assessment of children's progress • Performance information <p>HGIOS? 4 / HGIOELC? QIs:</p> <p>2.7</p>	<p>- The allocation of a Senior Nursery Practitioner has supported and developed our engagement with Education Scotland's initiative to work with parents/carers to raise attainment and close the gap in Early Years offering improved and enhanced support for nursery children who face barriers in their learning due to the impact of poverty and improved educational outcomes in relation to attainment and achievement</p> <p>-The establishment of a Toddler Group, which is run weekly in our nursery, during Session 2018/19 has further engaged up to 30-35 parents of babies and toddlers, developing early links with parents/carers to promote a positive relationship through which parents/carers feel supported and valued.</p> <p>-Parent/carer involvement in weekly Nursery Bookbug sessions, commencing September 2018, has promoted the development of early literacy skills with their children</p> <p>- Enhanced opportunities have been offered for PLPs in nursery and pupil profiles in school to be shared with parents/carers encouraging them to be more proactive in reviewing progress made and in adding information on their child's experiences/achievements thus providing a more holistic account of their learning journey.</p> <p>(Nursery Action Plan , Nursery/Early Level Collegiate Sessions, Pupil/Parent/Carer Consultations, Nursery PLPs, School Newsletters, Nursery Newsletters, School App)</p>	<p>-Continue to explore ways in which to support and encourage parents/carers to share children's achievements in order to create a more holistic view of children's successes both within and outwith the school and nursery setting</p> <p>.</p> <p>-Through continued engagement with parents/carers in the nursery setting and through PEF initiatives, further develop mutually beneficial working relationships between parents/teachers in the support of their children's learning.</p>
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2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

- The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward identified initiatives to meet the needs of identified learners.
- We systematically monitor and have evidenced the impact our use of PEF has made on improved outcomes for all identified learners: Mid-Point Assessments / End of Year Assessments in addition to Scottish National Standardised Assessments and CfE performance at P1, P4 and P7.

Examples of progress in PEF interventions are detailed as follows:

TLQ

- The aim of our Nursery input was to progress the learning and performance of identified Nursery children through engagement in the T.L.Q. Programme, in both Information and Grammar, as a direct result of participation in the 6 month initiative

All 13 pupil participants (100%) progressed their learning and performance across Information and Grammar combined during the 6 month duration of the TLQ Initiative. This aim was clearly achieved.

-The Primary one cohort aim was that 75% of identified Primary One pupils would attain Early Level Listening and Talking by June 2019. 12 (86%) of the identified P1 pupils have attained Early Level at the end of their Primary One experience in June 2019 (12 of 14 pupils).

-Identified P2 pupils' input with the aim of 75% to make progress of over 1 year, averaged across Information and Grammar, during the 6 month period of TLQ input. Of the 7 P2 pupils, (86%) made progress of over 1 year, averaged across Information and Grammar, during the 6 month period of TLQ input. Indeed the only child who did not achieve this aim made progress of 11 months. Progress ranged from 11 months to 4 years 2 months. The 75% aim was clearly surpassed by the 86% who made greater progress than the 1 year target.

Closing the Literacy Gap Initiative

Over the 8 week period of the programme all pupil participants exceeded the target of 6 levels or more (PM Benchmarking). The average progression made by participants was 10 levels.

-PEF has been effectively utilised to further develop parental engagement in raising attainment and achievement with identified families. Further development of our inclusive practices, with the support of parents and partners, is enhancing attainment and achievement for our most challenged learners , (PEF Support Homework Club - K Blackwell, Closing the Literacy Gap, Parent/Carer Meetings.)

Education Scotland, following their inspection in February 2018, made the following statements with regard to the school's approach to Pupil Equity Funding:

- As a result of PEF, children benefit increasingly from a number of enhanced learning experiences from outside partners and agencies. The school deploys additional staff very effectively across the school to enhance learning and teaching.
- Deployment is consultative and informed by data that is consistently gathered and revisited by the management team.
- The recent PEF allocation has been used well to build on existing practice.
- Ongoing assessments show that individual children are benefiting from the interventions using standardised assessment measures.
- The school is reviewing the approaches and in doing so we asked them to reflect short, medium and long term measures that are in line with those outlined within NIF.
- The School Management Team ensures that the allocation of PEF is transparent and will provide equity for all learners.
- PEF is carefully planned to improve the quality of learning and teaching and enhanced attainment and achievement for all identified pupils.

Areas For Development

- Continued implementation of our PEF initiatives with ongoing reflection on analysis of impact on learners. Explore further opportunities to involve families in determining, actioning and reviewing our PEF priorities.
- Continue to consider how best to upskill staff already deployed in school in addition to staff appointed as a result of PEF.
- Agree a system of record - keeping which is not overly bureaucratic yet provides data/evidence required to inform future PEF spending. Complete baseline, mid-point and end of session assessments as considered appropriate/manageable.
- Following consultation/analysis of data and evaluations plan PEF spending for Session 2019/20 to ensure identified initiatives can be realistically actioned/delivered.
- Consider the use of PEF in ensuring that the school's learning environment is seen and used as a resource to support learning, teaching and inclusion for all.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<ul style="list-style-type: none"> Across the school there is a strong sense of collaborative leadership with well-planned opportunities for all staff to be actively involved in developing and implementing practice that reflects the shared vision of the school. Children, parents, staff and the local community feel valued, included and that their opinions and views are taken into consideration. The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward identified initiatives to meet the needs of identified learners and rigorously review the effectiveness of planned interventions with a view to streamlining them as considered appropriate/necessary. Through consultation with staff the school management team monitors closely the universal support for groups of learners within literacy and numeracy. Across the school all staff have a clear understanding of children affected by their socio-economic context identified through area deprivation (SIMD) and free school meals entitlement. Progress of targeted groups of learners is closely monitored to establish the effectiveness of our significant numbers of interventions. Data from mid-term assessments evidence that almost all children made very good progress. The management team track and monitor children's progress on an individual, group, class and cohort basis and implement new initiatives across the school to improve children's experiences and outcomes. Staff are supported to initiate change and are developing a range of systems to ensure that change is effective. Collectively staff are developing a manageable and effective system to ensure that the significant numbers of interventions employed to close the poverty related attainment gap can be measured. Our approach focuses on identifying short term measures through pre and post assessment, in the medium term through the use of our rubrics and benchmarks and in the long term within Curriculum for Excellence levels at P1, P4 and P7. Pupils, Parents and Staff are becoming increasingly confident in engaging in learning conversations and planning for pupils' next steps in learning <p>The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)</p>	<ul style="list-style-type: none"> Pupil Council to review our Vision, Values and Aims through consultation with the school community during Parent Council Meetings, School Assemblies etc. To continue to rigorously review the effectiveness of planned interventions with a view to streamlining them as considered appropriate/necessary. 	<p>5</p> <p>9</p>

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring.*

- In almost all lessons, the positive nurturing relationships created by staff generates a stimulating learning environment where children are motivated about their learning and where most children are engaged.
- Through peer monitoring and co-operative teaching, staff have been afforded planned opportunities to share good practice more often within the school and have enhanced opportunities to look outwards in their professional learning allowing staff to capitalise on highly effective approaches to learning and teaching which have been successful in other contexts.
- Through collegiate working, further opportunities are available for all staff to collaborate and share examples of highly effective questioning techniques which will help to improve children's understanding when engaging in activities and will also help teachers to check for understanding more accurately
- Up-skilling of staff following training for Maths Recovery strategies has resulted in enhanced delivery of Numeracy and Maths through staff focus on strategies to improve understanding of key concepts and thereby further improve attainment at Early, First and Second Level.
- Most children are engaged in their learning and almost all teachers plan effectively in order to support all children to access learning activities.
- The school has focused successfully on raising the profile and impact of learning conversations, with the aim that children know how to improve their learning, across literacy, numeracy and health and wellbeing.
- Staff engage in moderation activity with colleagues across the school and the cluster. During Session 2018/19 cluster collegiate sessions afforded opportunities for teaching staff to engage in moderation of Science and Numeracy and Maths.
- Staff gather a wealth of data to monitor pupil progress at key milestones across stages
- Senior leaders meet termly with teachers to discuss children's progress. Senior leaders are fully involved with class teachers and support staff in termly discussions and proposed interventions to support children's learning and progress.

The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)

- To plan opportunities to challenge further those children who exceed targeted levels of expectation to ensure an appropriate balance of support and challenge for all. This is particularly pertinent as evidenced by SNSA data in Writing.
- SMT to plan further opportunities for staff to look outwards at standards in moderation more widely across the authority and beyond. To seek continued input from local authority QAMSOs.

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<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>The school's commitment and approaches to inclusion are a strength. The headteacher's outstanding leadership of inclusion that is valued by all and permeates the life and work of the school.' (Education Scotland June 2018)</p> <ul style="list-style-type: none"> • Almost all children are confident, able to voice their opinions and views and make the most of the opportunities to achieve success which are provided through school. • The nurturing ethos in the school provides a context in which all children, and their families, are encouraged and supported to feel a valued part of their community. • The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward identified priorities to meet the needs of identified learners. • The school meets children's learning needs very well. Based on clear identification of needs and careful tracking, staff plan and organise effective support programmes which are well resourced. There is very strong teamwork between the headteacher, the principal learning support teacher, learning support assistants and class teachers. • Staff use a number of strategies to ensure good communication and continuity in support for individual children. The school also makes very good use of a range of partners including teams from the local authority, educational psychologists, social work staff and other agencies as required. Partners speak very positively about the strong partnership working with staff in the school. They are made to feel very welcome and staff ensure that the advice they give to improve learning for the children is implemented. • Staff take a broad, holistic view of the kinds of barriers which children and their families experience, and which affect the children's capacity to learn, develop and achieve. Staff have taken part in professional development to improve their understanding of the effects of disadvantage, encouraged by the national priority of closing the gap in attainment between the most-and least-deprived children. <p>The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)</p>	<p>To continue to utilise and further develop the current breadth of approaches being undertaken to plan and organise effective support programmes to enhance the identified learning experiences of individuals and groups of learners.</p> <p>-To engage in whole school evaluation and review of our approaches to further enhance the very positive ethos of the school. This review will utilise guidance from the United Nations Convention on the Rights of the Child (UNCRC) and Respect Me Scotland's Anti-Bullying resource. This review will involve all stakeholders and inform a whole school Better Relationships Policy.</p>	<p>5</p>
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	<p>'The school's approach to inclusion is worth sharing more widely. The planning for children with additional support needs is very well embedded within the school. All staff working with the children and parents are involved fully in learning conversations and monitoring children's progress.'</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> 	<ul style="list-style-type: none"> • There is a positive, nurturing ethos in our school. Almost all children are making good progress in their learning attaining appropriate levels in literacy and numeracy. <i>(Year Group Progress Files, PLPs and Pupil Profiles. Our School App highlights the active role our children undertake in school and in the wider community. B.G.E. Leaflets, CfE Performance Analysis Sessions 2017/18 and 2018/19.</i> • Consistently good progress is supported by thorough tracking of attainment at all stages in literacy and numeracy, with analysis of the school's data supporting allocation of support staff and progress across the school. <i>(Year Group Progress Files, PLPs and Pupil Profiles, CfE predictions and attainment analysis).</i> • Almost all teaching staff are confident in making judgements, with respect to attainment of a level, which in turn is supported by a range of assessments and school rubrics. The school is making appropriate use of the national CfE benchmarks and is using these to inform professional judgement. • Through collegiate review of our assessment criteria in listening and talking and numeracy and maths staff are increasingly confident in making judgements with regard to individual pupil progress and next steps.. • Through peer monitoring and co-operative teaching, staff have been afforded planned opportunities to share good practice more often within the school and have enhanced opportunities to look outwards in their professional learning allowing staff to capitalise on highly effective approaches to learning and teaching which have been successful in other contexts. • Staff engage in moderation activity with colleagues across the school and the cluster. During Session 2018/19 cluster collegiate sessions afforded opportunities for teaching staff to engage in moderation of Science and Numeracy and Maths • Most children are fully engaged in their learning, are developing in confidence and are happy to contribute to the life of the school and 	<p>To continue to carefully monitor the impact of PEF initiatives, at regular points across the year, to ensure continuous raising of attainment, thereby removing barriers to learning and ensuring equity for all.</p> <p>To evaluate our system for tracking wider achievement to make it more robust in ensuring that opportunities are targeted appropriately to ensure equity for all learners.</p>	<p>5</p>

	<p>wider community. They are developing skills and attributes which reflect the four capacities</p> <ul style="list-style-type: none"> • The school recognises, celebrates and shares children's successes and achievements. There is a range of opportunities for wider experiences, including enterprise activities promoting financial education skills. (School app, Pupil of the Week Awards, Writing Awards, School Assemblies, School Choir Success, Dynamic Youth Award, After School Clubs). • All staff are working hard to develop more focused pathways to promote equity of success and achievement for all pupils. Children feel included, attendance is around the national average and exclusions are rare. • We have many groups and committees and these provide good opportunities for children to take on leadership roles in school. Digital leaders provide support to both staff and pupils and communicate with parents and carers through their GLOW blog and Twitter. • Staff are committed to developing equity across the school. They are aware of the socio-economic context of the school and take steps to ensure barriers to learning are removed. PEF funding has been focussed on additional staffing and training of staff to support the development of literacy and numeracy skills. (PEF Driver Diagrams, Analysis of PEF Initiatives - baseline, mid-point and year end assessments). <p>The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)</p>		
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3.2 Securing children's progress (for Early Learning Childcare)

- *Progress in communication, early language, mathematics, health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

-PLPs evidence children's development of fine motor skills and early writing. Most children are making good progress in early communication and language, with a few making very good progress. Children are developing their listening skills well.

- Enhanced opportunities have been offered for PLPs in nursery to be shared with parents/carers encouraging them to be more proactive in adding information on their child's experiences/achievements thus providing a more holistic account of their learning journey.

-Most children show a keen interest in early writing with a few children regularly writing their names. Most of the pre-school children recognise their own name in print. (PLP assessments, Nursery Team observations and Management Team observations).

-Early talking, listening and questioning skills have been further enhanced through continued implementation of the TLQ Initiative. All 13 of the pupil participants identified progressed their learning and performance across Information and Grammar during the 6 month duration of the TLQ Initiative. (TLQ PEF Attainment record/analysis)

-Nursery staff continue to implement the Words Together programme effectively in order to support children starting nursery who have a delay in communications skills

-The allocation of a Senior Nursery Practitioner has supported and developed our engagement with Education Scotland's initiative to work with parents/carers to raise attainment and close the gap in Early Years offering improved and enhanced support for nursery children who face barriers in their learning due to the impact of poverty and improved educational outcomes in relation to attainment and achievement

Continue to offer children a wide range of opportunities to practise writing skills across areas of the nursery setting. Staff will encourage children, who can be a little reluctant to experience early writing skills, to engage in contextualised drawing and writing activities.

To provide enhanced opportunities for children to further develop and apply their skills in numeracy and mathematics across the curriculum.

To focus on challenge to ensure children make the best possible progress in their learning. Children to be provided with increasing opportunities to talk about their learning and discuss the skills they are acquiring.

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	<p>-The establishment of a Toddler Group, which is run weekly in our nursery, during Session 2018/19 has further engaged up to 30-35 parents of babies and toddlers, developing early links with parents/carers to promote a positive relationship through which parents/carers feel supported and valued.</p> <p>-Parent/carer involvement in weekly Nursery Bookbug sessions, commencing September 2018, has promoted the development of early literacy skills with their children</p> <p>(Nursery Action Plan , Nursery/Early Level Collegiate Sessions, Pupil/Parent/Carer Consultations, Nursery PLPs, School Newsletter, Nursery Newsletters, School App)</p> <p>- Opportunities to encourage creativity have been developed further through a review of indoor and outdoor play resources and activities. Children have discussed and worked on their next steps in learning and now have a range of resources available for them to practise their fine and gross motor skills.(Nursery Action Plan, Nursery/Early Level Collegiate Sessions, Pupil/Parent Carer Consultation.)</p> <p>-Pupils count with confidence during play and some show good number recognition skills. Learners are developing their use of mathematical language and numeracy skills. A few children are beginning to talk about larger numbers in relation to real-life situations .(PLP assessments, Nursery Team observations and Management Team observations)</p> <p>-Children are developing their problem solving skills as they play and investigate. Children are playing and working confidently and independently across the learning environment. Learners are developing good self-help skills. They are involved in risk assessing different areas of the nursery. Staff use prior learning well and plan with children when moving onto a new interest (PLP assessments, Nursery Team observations and Management Team observations)</p>	<p>To continue to encourage parents to share children's achievements in order to create a holistic view of children's successes both within and outwith the nursery setting.</p>	
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	<p>-Practitioners know children and families well. Children are encouraged to talk about and reflect on their learning. Parents contribute to children's Personal Plans and are encouraged to contribute to children's PLPs.</p> <p>-Practitioners share information about children's learning effectively with families. Parents are valued partners and contribute to children's Personal Plans and PLPs.</p> <p>-Achievements are recognised through effective use of praise and daily communication. Children's achievements from home are celebrated within the setting. (Parent/Carer Feedback, PLP assessments, Nursery Team observations and Management Team observations)</p> <p>The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)</p>		
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<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • All teachers plan for coherent and progressive learning through learning pathways developed at school and cluster level in: Literacy, Numeracy, Science, Technologies, Health and Well Being and R.M.E. All teachers plan for Social Studies using an Interdisciplinary Learning approach • Learning pathways provide flexibility and are based on CfE Experiences and Outcomes and the Principles of Design. Our planning approach is a blend of discrete subject development and interdisciplinary learning to develop E's and O's across all curriculum areas. • All staff take responsibility for developing literacy, numeracy and health and wellbeing across the curriculum. The majority of staff are developing aspects of digital literacy across the curriculum. • All staff are using Assessment Rubrics, which are underpinned by the Benchmarks, in literacy and numeracy for planning and associated assessments. Children are encouraged to take ownership of these and to use them to identify their learning targets. Learning conversations are a regular feature of learning and these support pupils to talk to their learning in an informed way. • Through collegiate review of Numeracy and Maths and Listening and Talking rubrics staff have produced assessment proformae that are meaningful to both staff and pupils in determining progress within the curricular areas of Numeracy and Maths and Listening and Talking and which are aligned with the appropriate Benchmarks. • The school has a well-established 3 year programme for health and wellbeing which ensures progression in learning and also offers flexibility to respond to particularly relevant and current issues which can arise in the community. Partners plan in collaboration with the school to deliver aspects of the health and wellbeing programme. This is updated regularly and involves partners and experts in the community in supporting content and skills development. <p>(Belmont/St Joseph's Primary Learning Pathways, Forward Planning Folders, Management Team Monitoring, Pupil Profiles, Pupil, Parent and Teacher Learning Conversations)</p> <p>The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)</p>		<p>-Within Health and Wellbeing, to engage in whole school evaluation and review of our approaches to further enhance the very positive ethos of the school. This review will utilise guidance from the United Nations Convention on the Rights of the Child (UNCRC) and Respect Me Scotland's Anti-Bullying resource. This review will involve all stakeholders and inform a whole school Positive Relationships Policy.</p>

<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"> • Families have benefited from enhanced opportunities of engaging in the raising attainment and achievement agenda through initial consultation sessions with parents/carers of identified children, after school parental/carer support sessions in the form of PEF Homework Clubs, First Level Homework Clubs and engagement with parents/carers in the Closing the Literacy Gap Initiative. • PEF has been effectively utilised to further develop parental engagement in raising attainment and achievement with identified families. Further development of our inclusive practices, with the support of partners, is enhancing attainment and achievement for our most challenged learners • Families attend Child, Parent and Teacher Consultations and Drop-In sessions in increasing numbers. Stay and Play Sessions are well attended in our Nursery setting. Parental involvement has a positive impact on raising attainment and achievement particularly in literacy, numeracy and health and wellbeing. • All Children's Centre pupils and staff are engaging positively with partners who support the achievement of long and short term targets and inclusion in our Broad General Education provision. • Across our nursery, school and children's centre all pupils are routinely engaging in partnerships which support Health and Wellbeing and the associated raising attainment and achievement agenda. As a result of effective partnership working all our learners have access to an extended range of experiences through which they are developing skills for life. <p>(Pupil, Parent/Carer Feedback, Partnership Feedback - Education Scotland Inspection, Attendance at Parent/Carer Consultations and Drop-Ins)</p> <p>The above evaluation is further evidenced within Education Scotland's Inspection Report (June 2018)</p>	<ul style="list-style-type: none"> • Consider developing further opportunities of engaging families in the raising attainment and achievement agenda. Continue to build on the growing success of the Drop-In Sessions. • Consider how we can use PEF to further develop family engagement in raising attainment and achievement. • Continue to develop our inclusive practices, with the support of partners, to enhance attainment and achievement for our most challenged learners. • Continue to explore and identify opportunities for our learners and staff to work with partners to contribute more effectively to our community as active citizens.
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3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

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 Raising Attainment & Achievement</p> <p>(Including Learning , Teaching & Assessment)</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> Assessment of children's progress School improvement Performance information <p>HGIOS? 4 / HGIOELC? QIs: (2.3, 3.2)</p>	<ul style="list-style-type: none"> Improved attainment in Literacy and English and Numeracy and Maths Enhanced opportunities for children to further develop and apply their skills in numeracy and mathematics across the curriculum. Enhanced professional skills and the associated capacity of teaching staff in Literacy and Numeracy. Improved attainment in writing at First and Second Level by further developing core skills with a focus on tools for writing. Planned opportunities for staff to look outwards at standards in moderation more widely across the authority and beyond. To seek continued input from local authority QAMSOs Improved vocabulary and language skills at Early Level and First Level (Primary 2) PEF TLQ approaches 	<ul style="list-style-type: none"> -To progress with the implementation of an assessment proforma that is meaningful to both staff and pupils in determining progress within the area of Listening and Talking and Numeracy and Mathematics which is aligned with the Literacy and English and Numeracy and Mathematics Benchmarks -Allocation of staffing and planning for PEF priorities -To up-skill staff through training for Closing The Numeracy Gap. To identify pupils who will benefit from this intervention and implement this approach (PEF). -To continue to rigorously review the effectiveness and impact of planned interventions with a view to streamlining them as considered appropriate/necessary. - Further implementation of the delivery of Closing The Literacy Gap and Fastlane across First Level. - Enhancement of pupil creativity, confidence and communication skills both verbal and written. -All staff to engage in Cluster moderation process through cluster collegiate sessions and in-service. -Further implementation of the delivery of TLQ and Words Together across Early Level and into First Level. 	<p>SMT consultation with staff and parents/carers Education Scotland Benchmarks in Literacy and English and Numeracy and Maths. Collegiate Sessions Professional Dialogue PEF Action Plan (August 2019/June 2020)</p> <p>Closing The Numeracy Gap Training - Elaine Callander PEF Action Plan (August 2019/June 2020) Collegiate Sessions Professional Dialogue</p> <p>Professional Dialogue Education Scotland Benchmarks</p> <p>PEF Action Plan (August 2019/June 2020)</p> <p>Peer Monitoring/Collaborative Teaching</p> <p>Cluster Collegiate Sessions (Moderation across the Cluster) 3-18 Cluster Plan 2019/20</p> <p>PEF Action Plan (August 2019/June 2020)</p>

<p>School Priority 2</p> <p>Partnership working, Wellbeing, Equity & Inclusion</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> • Parental engagement • School Improvement • Assessment of children's progress <p>HGIOS?4 / HGIOELC QIs:</p> <p>2.7</p>	<ul style="list-style-type: none"> • Establish increasingly open, positive and supportive relationships across the community, where children feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives as and when they consider appropriate. • Further promotion of a climate in which children and young people feel safe and secure. • For all staff and stakeholders to agree and share a responsibility for identifying the care and wellbeing needs of children and their role in this process. • To raise awareness of the need for pupils to observe positive role models in order to achieve a climate of mutual respect. • To continue to develop learning and teaching approaches which recognise the vital importance of pupil wellbeing. • Parents and carers to engage as partners in ensuring the consistency of approach to promoting positive relationships and behaviour between home and school. 	<ul style="list-style-type: none"> • To conduct a whole school evaluation of our approaches in promoting better relationships. • To utilise guidance from the United Nations Convention on the Rights of the Child (UNCRC) and Respect Me Scotland's Anti-Bullying resource to inform our review. • To revisit our approaches to recording and monitoring interventions/incidents, including use of the newly updated Pastoral Notes on SEEMiS and the Wellbeing app. • To initially involve pupils through the Pupil Council, along with key members of staff to examine the outcomes of evaluations and determine next steps in line with suggestions and guidance. • To agree a draft policy promoting better relationships to be presented to all stakeholders as part of a whole school consultation process. • In line with feedback, agree a finalised Better Relationships Policy that will inform all stakeholders of our key approaches and interventions to ensure every child's wellbeing. 	<p>Sian Binnie (DHT), Stuart Hunter (PT) and Clare Kane (PT) to take key responsibility for this priority.</p> <p>Professional Dialogue Pupil/Parent/Carer and External Agencies Consultation & Feedback (September 2019) United Nations Convention on the Rights of the Child (UNCRC) Respect Me Scotland's Anti-Bullying Better Relationships, Better Learning - Education Scotland.</p> <p>Collegiate Sessions In-Service Professional Dialogue External Agency Involvement</p> <p>Professional Dialogue Pupil Council Meetings. (October/November 2019) Pupil Consultation. Stage Planning Collegiate Sessions Pupil/Teacher Dialogue</p> <p>Collegiate Sessions Professional Dialogue School App. Parent Council Consultation (Draft document to be issued Feb 2020)</p> <p>Belmont/St Joseph's Better Relationships Policy - April 2020</p>
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<p>School Priority 3</p> <p>Curriculum</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> • Assessment of children's progress • Performance information • Teacher professionalism <p>HGIOS?4 / HGIOELC Qis</p> <p>2.3,3.2</p>	<ul style="list-style-type: none"> • To raise attainment in Literacy and English with a focus on Writing. • To increase the percentage of our more capable pupils who attain a higher than average banding in Scottish National Assessments and CfE performance. This is to address a deficit in which less of our pupils are achieving results that surpass the average in Writing compared to other areas of Literacy and English and Numeracy and Maths. • Improved motivation of pupils in Writing through exploring innovative approaches in learning and teaching and sharing good practice. • Planned opportunities for staff to look outwards at standards in moderation in Writing more widely across the authority and beyond. To seek continued input from local authority QAMSOs • Increased opportunities for all staff to collaborate and share examples of approaches to the delivery of writing. This will improve confidence in developing and assessing children's skills in this area. 	<p>-To review the assessment criteria within Writing Rubrics and engage in a whole school evaluation of skills that require particular focus.</p> <p>-Engage pupil interest and participation in Writing through whole school pupil consultation, gathering their views and suggestions as to how writing sessions could improve.</p> <p>-To research and identify resources that would enhance the delivery of writing throughout Early, First and Second CfE Levels.</p> <p>-To encourage peer monitoring with a focus on the delivery of Writing</p> <p>-Management Team to undertake monitoring with a focus on Writing (September 2019).</p> <p>-All staff to engage in relevant Cluster moderation process through cluster collegiate sessions and in-service.</p> <p>- Continued Pupil involvement in planning and determining next steps in learning in Writing.</p> <p>-Allocation of staffing and planning for PEF priorities (M. Neil 2 days per week).</p> <p>-To continue to rigorously review the effectiveness and impact of planned interventions in Writing with a view to adapting them as considered appropriate/necessary.</p>	<p>SMT consultation with staff. Belmont/St Joseph's Writing Assessment Rubrics Collegiate Sessions Professional Dialogue</p> <p>Pupil Questionnaire/Survey Pupil Council</p> <p>Consultation with colleagues/Literacy specialists e.g. Elaine Callander Professional Dialogue</p> <p>Peer Monitoring/Collaborative Teaching Professional Dialogue</p> <p>Management Team Monitoring Professional Dialogue</p> <p>Cluster Collegiate Sessions (Moderation across the Cluster) 3-18 Cluster Plan 2019/2020</p> <p>Learning Conversations Belmont/St Joseph's Writing Assessment Rubrics</p> <p>PEF Action Plan (August 19/June 2020)</p> <p>SMT meetings with Class teachers CfE predictions analysis</p>
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