

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

**School:** Cargenbridge Primary School

**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**

#### **Motto Working Together Learning Together**

#### **Vision**

At Cargenbridge we want learning to be fun, enjoyable and for everyone to have success. We want our pupils to have a thirst for learning and have high aspirations for the future.

#### **Aims**

To provide opportunities to develop **confidence** in our pupils.

To provide a **nurturing, safe, kind and caring** ethos.

To provide **stimulating** opportunities to make **learning fun and interesting**.

To ensure our pupils learn **skills for life, learning and work**.

To ensure our children are **happy**.

To provide a range of opportunities to create **strong friendships and relationships**.

#### **Our important values are....**

Resilience

Honesty

Respect

Kindness

Teamwork

Confidence

Pupil Voice

Ambition

**Reviewed Date: December 2017- May 2018**

**Reviewed Activities during session 17-18**

4. At our Parental Engagement Focus Group it was suggested that our VVA were too lengthy and it was therefore difficult to have ownership of them and to make them active throughout the school. We therefore asked for views from staff, parents and pupils on what they thought was important for our school. We have a school song about our V,V and aims. We asked our stakeholders the following **What do you feel is the most important thing(s) for you at school? What do you want school to be like for you? What do you want to experience at school. Identify the values which you think should be important to us? Knowing the school, what 3 words describe the school?**

**In 18-19 HT worked with a group of 3 parents to discuss the best way to share the SIP and priorities with parents. We jointly created a format to send to parents.**

**Ongoing review of these during 19/20. Relate these to our priorities.**

**Important background information about 2018/19 This school year has been quite a challenge for staff and pupils for the following reasons and has resulted in a slower pace of improvement and implementation of priorities.**

- Four changes of staff in the Nursery. Appointed Nursery Teacher in post from August to December then moved in P1/2 when this teacher left to take up a PT post. Temporary Nursery Teacher worked from January until 8<sup>th</sup> March then our new Nursery Manager started. During this time our EYSA/NN left to take up a secondment as a Depute Nursery Manager. Every time a new member of staff starts relationships have to be built and established.
- Change of P1/2 teacher in the middle of the year
- 5<sup>th</sup> Class created which has limited the space we have in the school as the GP room has been transferred into a classroom.
- Unplanned development work needed on positive behaviour strategies, nurture and de escalation
- Lack of supply cover during an long term absence.
- Following inclusion policy has caused some concerns by parents

*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><b>School Priority 1:</b></p> <p><b>To raise attainment in Numeracy across the school</b></p> <p><b><u>NIF Priority</u></b> <b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children and young people</b></p> <p><b>Improvement in children and young people's health and wellbeing</b></p> <p><b><u>NIF Driver</u></b> <b>Performance Information</b> <b>Assessment of Children's Progress</b> <b>School Improvement</b> <b>Parental Engagement</b> <b>Teacher Professionalism</b></p>	<ul style="list-style-type: none"> <li>Numeracy Bricks Intervention, in its early stages was created by AFL teacher based on maths recovery has shown increased confidence in the children and it is reported by the teacher that they seem to be much more able to transfer skills into new contexts as they seem to "get" number better. The children themselves report that they feel they are more confident in their numeracy skills and they are enjoying the 1 to 1 contact with the LA and AFL building productive working relationships of trust and respect. They are showing a greater awareness of their skills and difficulties and can talk about their learning. Too early in the intervention to report CfE attainment data and impact. See entry and exit data as appropriate in PEF section</li> <li>Working Memory and Numeracy with Nurture was introduced. This games based intervention to improve working memory is in its early stages but the children have reported great enjoyment of this and they say it has helped their confidence and made their numbers "pop" Staff attended training and reported back to the rest of the staff with interest and enthusiasm as a way forward to build resilience and to increase working memory. This has been implemented with a group of P4 pupils. Again this is in the early stages of implementation. See entry and exit data as appropriate. The class teacher is reporting that even although there has been an improvement in this data the children are still finding it difficult to apply and transfer the skills and knowledge to other numeracy areas</li> </ul>	<p>Continue with this intervention and continue to track pupils and their data. Follow Developing Number programme</p> <p>Continue to ensure children are aware of what they are learning and their levels. Focus on real life contexts for maths and numeracy</p>

**HGIOS?4 / HGIOELC QIs**

1.1, 1.3, 2.3, 3.1, 3.2, 2.2, 2.7

- Teaching staff and LAs attended Developing Number Knowledge Training (based on SEAL, Maths recovery) . Staff shared this with others and feel this would benefit our learners. This will be implemented next session from P1/2 stage following the D and G programme
- Related Numeracy to Dupont Challenge. This was a good example of children leading their own learning and the transfer of skills and applying previous maths and numeracy learning to a different real life context when they had to create a maths/numeracy game. Children enjoyed this challenge.
- After self evaluation and professional dialogue it was decided to divide our maths and numeracy programme into two separate areas. Staff report that this has increased pace in class in numeracy. In relation to the maths element staff created a rolling maths programme linked to topics, which gives real life contexts for the pupils to learn, apply and transfer. Better clarity for staff and children having a better range of activities
- Following HT monitoring and evaluations it is still evident that much of the maths is taught through Heinemann. Some pupils are not clear what level they are working on and relate this to level of SHM book.
- Participation in the pilot of the new Progress and achievement Seemis application for tracking. Has given us another opportunity to take part in the moderation of the 4 levels not only in school but across the cluster, Opportunities for professional dialogue, shared language used. It is predicted it will help with progression through the levels. Again early stage of implementation but it has given us a different dimension to our data analysis through levels.
- Introduction of Reflection Booklets from P4-7 have given the children another opportunity to identify success and challenges in Numeracy and help towards creating next steps

ASL teacher will carry out a teacher enquiry to see the impact of children using both Number Bricks and Numeracy with Nurture

Continue with this next session

	<ul style="list-style-type: none"> <li>• Due to competing challenges teacher enquiry did not happen in all classes. It has been agreed to research and implement Number Talks and use across the school as a teacher enquiry next year. Hopefully training will take place this term to ensure introduction at the start of session 19/20</li> <li>• Moderation, this took place this year within the cluster and was focused on writing as our Qamsos are for writing. Staff report that it has helped them have a better understanding of other people's perceptions of levels across the cluster. It also has helped to Increased their confidence of achievement of a level. We have felt for a long time that we are harsh with our assessments and err on the side of caution when assessing which is resulting on our levels not being as accurate or indeed as high as they should be. The staff have also a greater understanding of what breadth, challenge and application within moderation should look like and the evidence which can be used. First level teacher to attended the authority moderation event in relation to literacy.</li> <li>• Growth Mindset work was carried out with Teachers, pupils, parents and learners across the school. This is being incorporated into our school ethos. Our Growth Mindset group met to evaluate and promoted it in the school and their project was completed Their aim was to to teach all pupils across the school about Growth vs Fixed Mindsets and help them to understand what having a Growth Mindset looks like, sounds like and feels like in their day to day learning and how it can impact on both their achievement and their well being. A Growth Mindset group was established to take forward this across the school</li> <li>• KiVA was introduced and staff received training. Implementation from P3-P7 started after initial evaluation by pupils. Positive feedback from children so far and it is making the learners think and responding well to themes and lessons and has brought things to light in classes to be addresses. KiVA group has been established. A parent information</li> </ul>	<p>Introduce Number Talks across the school</p> <p>Continue with this next session (see Cluster Action Plan)</p> <p>Continue to ensure there is a focus on the whole moderation cycle in line with Cluster moderation plan.</p> <p>Continue to imbed as part of school ethos and learning and teaching. Incorporate into learning community work each year</p> <p>Continue with this and further develop in linked to work next session on bullying related to the new Authority Policy and Respect</p>
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	<p>session was held to share with them information about the programme to support their children through the programme</p> <p>ELC</p> <ul style="list-style-type: none"> <li>Numeracy has always been a key focus in in ELC and in planning and this continued</li> <li>There is a focus on numeracy related to observations based on next steps</li> <li>Regular meetings are held to discuss individual children's next steps which feed into planning and focused observations and gives all staff the knowledge about where each child is at and their next steps in relation to numeracy and maths</li> <li>In a Maths family learning event it focused on parent's confidence in what they were doing, strategies and tools to use at home.</li> </ul>	<p>for All Work</p> <p>Review of numeracy across all areas and adaptations if and when necessary</p>
<p><b>School Priority 2:</b></p> <p>To further develop STEM across ELC and Primary School and to provide our children with meaningful stimulating STEM opportunities.</p> <p><b><u>NIF Priority</u></b>  <b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Improvement in employability skills</b></p> <p><b><u>NIF Driver</u></b>  <b>Teacher professionalism</b>  <b>School Improvement</b>  <b>Parental Engagement</b></p>	<ul style="list-style-type: none"> <li>Dupont Partnership continues to develop STEM – challenge and application, skills ethos of school and community</li> <li>Visit from Ed Scotland and Raise and Wood foundation highlighted our good practice and raised our profile.</li> <li>Enhanced science resources by applying to the Edina Trust</li> <li>RHET work (Food and farming Day and Farmer's market) this year enhanced provision in food science by increasing knowledge of food science and where food comes from. Linked with Science, HWB and literacy. Further developed our existing partnership with RHET to enhance the experiences for our pupils.</li> <li>Whole school Global PLAY Day – focused on pupil wellbeing and on skills and social skills. Gave the children the opportunity to lead their own learning and share learning</li> <li>We now have a digital literacy Programme, which brings together all aspects and gives us a tracking tool.</li> <li>Continued to use the children and digital leaders to lead learning in classes to develop their skills and the skills of others. Visit by Ed Scotland/RAISE and Wood Foundation</li> </ul>	<p>Continue to develop STEM opportunities through partnership with DTF and World of Work.</p> <p>Implement Programme across the school and identify resources and evaluate next session</p>



<p><b><u>HGIOS 4 / HGIOELC QIs</u></b> 1.1, 2.2, 2.3, 2.7, 3.2, 3.3</p>	<p>commented on their skills and how well it was being used.</p> <ul style="list-style-type: none"> <li>• Staff attended Gender Imbalance and Unconscious Bias training to raise awareness about language used, resources used and programmes. Staff to integrate this into day to day ethos in school</li> <li>• Due to problems with bandwidth I pads were not purchased. Discussions still taking place about these with ICT development officers</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>• Due to staffing changes and bandwidth issues the use of electronic portfolios didn't get developed.</li> <li>• Staff visited another setting to observe and discuss implementation and benefits of these</li> <li>• Views from parents were collected and collated. Almost all parents felt it would be a good to introduce these.</li> <li>• Nursery staff have participated in awareness Gender raising session and will use this to review resources, dialogue with children and parents</li> <li>• Partnership with DTF was further developed this year. Staff this time came in and carried out activities with the children showing them the type of activities they do on a day to day basis.</li> </ul>	<p>Still to purchase i pads</p> <p>Continue to engage in dialogue about the introduction of e portfolios to share information with parents to replace our learning folders</p>
<p><b>School Priority 3:</b></p> <p><b>To develop PLAY/Enquiry Learning/Discovery Learning opportunities across the school.</b></p> <p><b><u>NIF Priority</u></b> <b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children and young people</b></p>	<ul style="list-style-type: none"> <li>• By Developing play areas in P1/2/P2/3 and P4 it has been reported that there has been a reduction in behaviour issues, problem solving skills have been developed ,some children are more focused during set learning times, development of leadership skills and creativity and leading own learning, increased pupil wellbeing. The children are able to talk about their play and what they have been learning and skills being developed. During their play the children are observed to be motivated, engaged and challenging themselves. Analyse data at the end of term 4 to further assess impact of play</li> <li>• Introduction of working memory games in the senior classes have shown the children to be very motivated by these games and enjoy the challenges they bring.</li> <li>• STEM enquiry learning has been introduced in topics have interested the children and engaged them fully in their learning</li> </ul>	<p>Continue to develop, particularly following on from visit to a local school who uses the Anna Ephgrave way of working.</p> <p>Staff to attend further training by attending Anna Ephgrave course and visiting other schools.</p> <p>Further develop in upper schools</p>

<p><b>Improvement in children and young people's health and wellbeing</b></p> <p><u>NIF Driver</u>  <b>Teacher Professionalism  Performance Information  Assessment of Children's  Performance</b></p> <p><b>HGIOS 4 / HGIOELC QIs  3.3, 2.3, 2.5, 3.2</b></p>	<p>showing creativity.</p> <ul style="list-style-type: none"> <li>• Whole school Global PLAY Day – pupil wellbeing and focus on skills and social skills. Gave the children the opportunity to lead their own learning and share learning</li> <li>• Extra – de-escalation, behaviour, supporting behavior, supporting children's mental health and wellbeing</li> </ul> <p>Again due to change of staff development work was limited</p> <ul style="list-style-type: none"> <li>• Transition opportunities planned for joint play,</li> <li>• There has been further development of loose parts inside and outside to develop creativity</li> <li>• De cluttering environment and natural displays and resources have taken place</li> </ul>	<p>Continue to look at environment and suggestions following CI inspection and Authority visit and HT being involved in SWEIC Early Years Work Stream</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?

#### Background on PEF Spend

This year our PEF budget was £10,800 + carry forward from 2017/18 £444.59, this gave us a total of £11,244.5. We asked parents, pupils and staff for their views on the best use of this funding. Parents were happy for us to use our professional judgements and knowledge of the children to decide on areas for improvement. We have only 3 pupils in Decile 1 and 4 FSM as most of our children sit in Decile 6 some of our children in receipt of PEF funding came from this group.

From monitoring and tracking in June 18 when determining achievement of a level it was clear that our levels for numeracy were below where expected and there was a significant group of children across P4-7 who were not expected to achieve second level by the end of P7. Using our PEF we have undertaken a numeracy intervention created by our ASL teacher based on maths recovery and catch up called **Number Bricks, building confidence in number**. This involved the targeted children working with a LA 3 times a week on this one to one intervention to build confidence and skills in numeracy for 8-10 weeks. There was an element of parental involvement too as parents will be given information about the intervention and their role to play in this.

#### Purpose of Number Bricks

To create an intervention programme to support early understanding and progress in number.

To instil a joy of number and build number confidence.

To build mathematical thinking through discussions and open questions. [ But effective questions don't replace careful listening ...]

To identify 'gaps' in understanding or knowledge and to teach to these specific areas.

To create a programme that can be delivered by (trained) non-teaching staff. (Assessments and moderation by ASLT)

To create a programme that is easily managed.

To create programme that accelerates learning progress so that on exit learners needs can be met by 'normal' class room differentiation.

To combine many of the current ideas into one effective and efficient package.

To use the 'courses' and 'bricks' to monitor progress throughout the programme and standardised tests on entry and exit to look for accelerated learning.

To involve parents/carers by providing opportunities to share activities for home learning opportunities.

We also continued to implement the **Reading Steps Programme and Lego Group** introduced last year as necessary with identified children.

As the year progressed and training opportunities came along for staff, we also started focussing on **Developing children's short term working memory through Numeracy with Nurture Groups based around specific games.**

In order to support these children with these interventions **we employed a learning assistant for 13 hours each work.**

A significant number of our children experience difficulty with their emotions. Some of this year's money was also spent to subscribe to **Emotions Work** ready to introduce, implement and develop next year. Also some of this year's money will be used to buy any resources related to Number Talks which will be implemented by CT next session

**Data from these interventions**

**Short Term Working Memory Intervention**

Data for P4 pupils

**DATA**

P4 The Digit Memory Test Data

**'Numeracy with Nurture'**

	date of birth	date of test 1	standar dised score 1	date of test 2	standar dised score 2	value added
LM	12/03/10	04/10/18	75	17/1/19	85	+10
DP	09/09/10	04/10/18	75	17/1/19	85	+10
SM	24/07/10	04/10/18	80	17/1/19	90	+10
OM	07/01/10	04/10/18	80	17/1/19	91	+11

90-100+

81-89

80 or less

**P5/6 The Digit Memory Test Data**

**'Numeracy with Nurture'**

	date of birth	date of test 1	standar dised score 1	date of test 2	standar dised score 2	value added
BD	12/03/09	17/01/19	81	21/03/19	100	+19

JK	19/05/09	17/01/19	81	21/03/19	91	+10
LW	02/10/09	17/01/19	81	21/03/19	96	+15
KJ	21/05/09	24/01/19	76	21/03/19	86	+10

D: entry raw:7 standardised:75 exit raw:9 standardised:85 value added:+10

S: entry raw:8 standardised:80 exit raw:10 standardised:90 value added:+10

LM: entry raw:7 standardised:75 exit raw:9 standardised:85 value added:+10

O: entry raw:8 standardised:80 exit raw:11 standardised:91 value added: +11

### Observations

- D very quickly picked up simple strategies that made all his games played more efficient. He was able to verbalise his thinking and alter his strategies when needed.
- S particularly excelled with Blokus and very quickly identified which tiles were best to dispose of first.
- After a few sessions the other children also used strategies rather than random placing
- LM showed amazing progress when playing Blokus.
- All the children were able to share and take turns well.
- All the children reported that they had loved playing all the games.
- When speaking to the children they reported that they find maths tricky but playing the games has helped them.
- LM said it helped things "pop" and helped me with my tables. I am much quicker. It has helped me with my other maths too.

Next steps will be to carry on working with this group using the maths recovery approaches and to see if both interventions improve confidence ad skills even further.

In relation to Curriculum for Evidence Levels only one of these children has achieved first level and the other three have all made good progress towards first level on our new Seemis progress and Achievement Monitoring and Tracking system

Next year our ASfL teacher has gained a grant to carry out further research and assessment on whether carrying out both interventions together has a greater impact on learning.

Two out of the three boys the ASfL teacher worked with on **Number Bricks** also participated in the **Numeracy with Nurture Group**. The difference was remarkable and the 3 children who did both had greater gains than the one who only did Number Bricks.

As you can see there is value added after this intervention and an improvement in all assessments - It has been reported by Class Teachers that the children see numbers differently and is much more confident to give it a go.

The P7 boy (KH) has made good progress to achieving second level but it has been commented by the class teacher that he is definitely more confident in number and strategies and having a go. He commented on this himself.

The P6 boy (RC) has been huge gains but transferring this into class hasn't been as apparent due to focus and behaviour issues. He is making very good progress to achieving first level.

The P5 boy (LW) has also made huge gains but this has transferred into other areas of his learning and the CT reports his increase in confidence is huge and his enjoyment in numeracy. He talks more about his learning and sees himself as a real learner now. This boy does go to a private tutor so difficult to know if it is a combination of both or what is truly helping him. He is making very good progress towards achieving first level.

P4 pupils (SM) has achieved first level in numeracy. This year has been diagnosed dyslexic so she is doing so well considering her difficulties

The other P4 pupil (ML) is continuing to make good progress through first level. Her listening and processing of information can be a difficulty for her

See grid below....

Name	Year Group	d.o.b.	Numeracy With Nurture	Entry			Exit			Stand Score	VA
				Chro. Age	Number Age	Stand Score	Chro. Age	Number Age	Value added		
K H	P7	17/10/07	no	10:08	9:02	84	11:05	10:04	14 months progress in 6 months input	89	+4
R C	P6	06/11/08	yes	9:10	7:08	79	10:07	9:09	25 months progress in 7 months input X3.5	90	+11
L W	P5	02/10/09	yes	8:11	6:06	75	9:08	8:10	28 months progress in 5 months X5.5	90	+15
S M	P4	24/07/10	yes	08:04	05:08	70	8:08	8:00	28 months progress in 4	92	+22

										months x7		
ML	P4	02/09/10	no	8:02	05:11	75	8:06	6:06	7months in 4 months x1.75	78	+3	

90-100+
81-89
80 or less

Next Steps - Does running the two interventions (Numeracy with Nurture **and** a Maths Recovery approach intervention) concurrently have an effect on learners' progress in number?

**Reading Steps and Spelling Intervention with P2 child (currently still working with another boy on this )**

	<b>Entry Data 24/8/18</b>	<b>Exit Data 13/12/18</b>
<b>Reading Recovery Book level</b>	<b>2</b>	<b>10</b>
<b>Letter Identification</b>	<b>5</b>	<b>8</b>
<b>Concepts about Print</b>	<b>5</b>	<b>6</b>
<b>Duncan Word Test</b>	<b>2</b>	<b>7</b>
<b>Writing Vocab</b>	<b>3</b>	<b>5</b>
<b>Hearing and Recording Sounds</b>	<b>3</b>	<b>7</b>

We also have this information in graph form.

You can see there is improvement in all aspects of these assessments. When this boy was participating in this intervention there was a dramatic change in his confidence and how he thought about himself as a learner which transferred to all areas of his learning. Next steps will be to place him back reading with his peers and monitor his continued progress and confidence in learning. The boy reported ....

In comparison with C f E levels for this boy, using the Seemis Progress and Achievement he is showing satisfactory progress within first level. He did not achieve early level in reading or writing at the end of P1.

In relation to PEF we need to ensure we have a more rigorous approach to looking at the impact interventions have on other aspects of learning and can they transfer this improvement to other areas. We also need to ensure we sustain improvement after interventions finish. Part of the SIP will be looking at a planned programme for assessment which we can integrate into Learning and Teaching.

**How well are we removing barriers to learning and ensuring equity for all?**

We feel we are confident at planning suitable interventions to improve certain aspects of learning. Are these showing sustained improvement? Some boys who took part in reading steps last year have continued to build on this and continued to improve. At the moment we feel that some barriers for children are related to HWB and in particular their social and emotional wellbeing, so important before learning can take place. We need to ensure we look closely at the children involved in PEF as some of our children who may be FSM and low deciles are doing well but what extra can we add to them, are they reaching their full potential? Food for thought for next year.....





## 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><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<ul style="list-style-type: none"> <li>Vision, Values and Aims related to our context. School song has been created around this. Parents were actively involved in this through completing a questionnaire and through a focus group –Copy issued to all families</li> <li>All staff have high expectations for all learners and children are at the heart of everything we do.</li> <li>Whole team involved in improvement across all areas and levels, this year we have worked together on– worked on KiVa, de escalation and moderation, seemis achievement and progress, maths programme, growth mindset</li> <li>Staff have a clear understanding of our context – social, economic and cultural context.</li> <li>Teachers are leading change and building capacity and work very well together. They show commitment to change by involving themselves in a range of opportunities to improve the outcomes for our learners. There is leadership at all levels. This year staff have been involved in masters modules, teaching fellows for students, and developing Growth Mindset. Authority moderation, Mental health Champions</li> <li>There is a very supportive ethos in the school among all staff and this has been evident this year during the challenges we have faced.</li> <li>Staff are involved in decision making about PEF</li> <li>Time is included in WTA for professional dialogue, collegiate learning and self evaluation. Next year we will build in moderation of planning as a whole staff group.</li> <li>HT welcomes staff coming forward with improvement suggestions</li> <li>A number of interventions are in place across the school to improve learners'</li> </ul>	<ul style="list-style-type: none"> <li>We need to continue to make greater reference to the values in our everyday work with our pupils so that impact is more meaningful.</li> <li>Ensure our learners have a good understanding of the vision and demonstrate the values of the school as they go about their daily routines.</li> <li>Relate VVA to restorative approaches, bullying, nurture and continuing growing diversity and inclusion approach for pupils and parents</li> <li>Realistic amount of planned improvement to ensure focus and completion – Ensure the school improvement plan has a manageable set of priorities which result in staff feeling the pace of change is well managed. More involvement of staff leading areas for improvement</li> <li>Outcomes and impact should be evaluated more rigorously and robustly.</li> </ul>	<p>Good</p> <p>17</p>

	<p>experiences and outcomes for learners.</p> <ul style="list-style-type: none"> <li>• Whole school Leadership is evident in relation to supporting particular children in the school.</li> <li>• We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement</li> <li>• Evaluate with partners – Dupont, Goldielea Care Home, Kilnford, Active Schools</li> <li>• Recent Survey monkey got 26 responses from 75 families (35% - minority and less than half)</li> </ul> <p>ELC</p> <ul style="list-style-type: none"> <li>• Staff work well as a team to discuss and plan any changes happening within nursery.</li> <li>• Regular meetings allow staff to share information and updates on individual children, including next steps, to allow all staff the opportunity to extend children’s learning when interacting with each child.</li> <li>• Communication has improved and staff are regularly informed with any changes/information updates needed. Staff are fully involved in the planning and evaluating process.</li> <li>• Staff keep up to date with relevant policy and guidance changes to support practice.</li> <li>• Staff have different roles within the nursery that allows them to lead different aspects of practice, including feeding back on different documents to keep all staff informed of new practice guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop further pupil voice groups with staff working with different groups. Re model this</li> <li>• Develop self-evaluation calendar that allows reflection again HSCS, BtA and HGIOELC.</li> <li>• Continue to ensure children are involved in the self-evaluation process.</li> <li>• Develop more opportunities for parents to be involved in the evaluation of learning – online journals</li> <li>• Continue to support leadership roles and utilise staff skills.</li> </ul>	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> </ul>	<ul style="list-style-type: none"> <li>• All visitors to the school comment on our learning environment and how positive supportive and nurturing it is.</li> <li>• We recognise achievements in and out of</li> </ul>	<p>Develop a more systematic approach to assessment. Clear assessment approaches planned in advance.</p>	<p>Good</p>

<ul style="list-style-type: none"> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>school at our assemblies, and on our BLOG through our newsletter and through facebook</p> <ul style="list-style-type: none"> <li>• Regular tracking and RA discussions between staff and management focussing on data and interventions. Staff taking ownership of analyzing/using and knowing the data for their pupils in order to plan next steps. Range of data used to monitor and evaluate learners' progress. Staff becoming more confident at predicting achievement of a level.</li> <li>• Staff know children well and clear about interventions and strategies to use</li> <li>• Most children are motivated to learn and are active participants in their learning through stimulating experiences such as Dupont Challenge, our new partnership with Kilnford and Goldielea, world of work week and peer education.</li> <li>• In the majority of situations, children are actively engaged in their learning. They are eager participants, and interact well during activities within and out-with the classroom. They also support one another well during group work and show skills in collaboration.</li> <li>• Pupils lead learning in other stages and classes. Digital leaders this year have worked closely with other classes teaching them new skills and giving them new experiences eg microbits, coding</li> <li>• Curiosity, independence and confidence is promoted through a range of contexts which transfer skills and knowledge to unfamiliar and new contexts.</li> <li>• Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities.</li> <li>• Increased staff confidence in moderation and sharing the standard in school and in cluster by participating in a range of</li> </ul>	<p>.</p> <p>Buy i pads</p> <p>Through our wellbeing work, focus on respect, bullying and better relationships better learning programme</p> <p>Clear about interventions and how they are planned and chosen</p> <p>Monitor timetabling of ASL and interventions</p> <p>Continuing with moderation across the school and cluster in chosen area of the curriculum and related to all aspects of the Moderation Cycle.</p> <ul style="list-style-type: none"> <li>• Implementation of new digital literacy programme across the school.</li> <li>• Continue to develop Progress and Achievement Seemis Application</li> <li>• More opportunities for children to plan their learning</li> </ul>	
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	<p>moderation activities related to writing this year and authority led activities. Used expertise of Qamsos.</p> <ul style="list-style-type: none"> <li>• Children receive feedback which helps them to understand themselves better as learners. In the best examples, high-quality feedback is linked well to success criteria.</li> <li>• Teachers provide clear explanations and instructions to children regarding learning activities. Interactions with the class, group and individuals are supporting children's thinking. With most children they are developing their skills in talking about their learning.</li> <li>• Teachers are engaging with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements. A range of evidence of children's work and analysing the results from a range of summative tests are used by teachers to inform their professional judgements. Staff are developing confidence in scrutinising and analysing attainment data. A focus on planning assessment around 'say, make, write and do' is used</li> <li>• Approaches to planning are manageable and purposeful</li> <li>• Tracking and monitoring children's progress supports staff to work collaboratively to meet the needs of all. Staff are continuing to develop their skills in interpreting and responding to this information. We discuss tracking information regularly with members HT</li> </ul> <p>ELC</p> <ul style="list-style-type: none"> <li>• Planning format has recently changed to allow for a flexible and responsive approach to learning. All staff are involved in planning and evaluating learning, ensuring breadth and depth across the</li> </ul>	<ul style="list-style-type: none"> <li>• Trial e-journals to increase parental engagement, improve the tracking process and observation format.</li> <li>• Continue to introduce loose parts</li> </ul>	
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	<p>curriculum.</p> <ul style="list-style-type: none"> <li>• Focussed observation list is now incorporated in the planning sheet to encourage staff to develop areas, providing opportunity for children to explore skills during free play, leading to more natural observations to be recorded.</li> <li>• Both outdoor and indoor environment have introduced loose parts play. Outdoor environment has been at the forefront of this improvement and now provides more stimulating learning experiences for children.</li> <li>• Staff are confident in tracking and monitoring learning. Most observations focused on learning taking place and not narrative.</li> </ul>	<p>indoors, encouraging creativity, curiosity and problem solving within all aspects of learning.</p> <ul style="list-style-type: none"> <li>• Ensure literacy and numeracy are I all areas of the setting (indoors and out)</li> </ul>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>• Through our general ethos and nurturing approach where the children are at the heart of all we do, wellbeing is a priority. We follow all Girfec and CP procedures and policies as required</li> <li>• We follow statutory duties about child's meetings. HT has participated in professional learning in relation to Child's</li> </ul>	<p>Explore Better Relationship Better Learning focus with staff, parents and pupils</p> <p>Responding to views of parents in recent Survey Monkey revisit School Bullying procedures, Authority Bullying and Respect for All materials, restorative approaches and children feeling safe in school. In the survey 34.62% felt the school did not deal with bullying well but 57.69% said</p>	<p>Good</p>

	<p>Planning which has enhanced this process to support the child's and the family needs more.</p> <ul style="list-style-type: none"> <li>• Children understand and are involved in evaluating themselves and the school using the Shanarri wellbeing indicators each term. They can talk about what the wellbeing indicators mean to them.</li> <li>• Overall, our young people feel well supported. Staff know them well and are responsive in dealing with any personal challenges and difficulties.</li> <li>• The Curriculum does provide children with opportunities to explore diversity and multi faith issues.</li> <li>• Overall Relationships with staff and parents across the school community are strong.</li> <li>• There is a very successful Buddy System in place which results in a smooth transition process from Nursery to P1. P1 pupils feel safe and included.</li> <li>• We consider each child as an individual with his own needs, risks and rights. We ensure children are active participants in school through involvement in a range of pupil groups and in the classroom.</li> <li>• Staff treat children fairly and feel well supported</li> <li>• While the majority of young people acknowledge the opportunities to express their views, for example through the work of the pupil council, there is scope to develop this further. Most young people recognise and speak positively about the various opportunities to engage in</li> </ul>	<p>their child had not experienced bullying.</p> <p>Due to current needs of the pupils focus on nurture across the school. Share with pupils about diversity and differing needs of everyone. Some children are unsettled by the behaviour of others and need more information to explain why some behave like they do and the whole equality and inclusion agenda. Following on from this some parents don't understand inclusion and what it means and looks like. Hold a session for parents on inclusion and what it looks like</p> <p>Intention to explore UNCRC</p> <p>More rigorous tracking and monitoring of Shanarri Wellbeing Indicators across the year</p>	
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	<p>activities beyond the classroom.</p> <ul style="list-style-type: none"> <li>• We participate in Mental Health Weeks to highlight the importance of our Mental Health. This year again a parent led pupil session on mental health.</li> <li>• Enhanced arrangements are in place which are effectively supporting identified young people in their transfer to secondary school.</li> <li>• Most young people feel that they are being supported in developing respect for others with this being modelled well by staff. Most feel that they are being treated fairly and with respect by school staff, although this is not always evident in the relationships between a few young people.</li> <li>• We have an inclusive ethos supporting our pupils to meet their individual needs.</li> </ul> <p><b>ELCC</b>  <b>SHANARRI used in care plans and considered throughout planning processes.</b></p> <p><b>Work well with outside agencies to support the individual needs of children.</b></p> <p><b>Parents are involved in setting initial next steps and are updated at least twice per year. Parents have access to folders and can input throughout academic year.</b></p> <p><b>Staff know children very well and have developed good relationships.</b></p> <p><b>Staff flexible with planning to suit children's needs and interests.</b></p>	<ul style="list-style-type: none"> <li>• There is scope to develop and consolidate further opportunities for the children to express their views</li> <li>• Evidence from a recent survey stated that some parents don't feel their child is safe in school. 20% of those who completed the survey said they felt their child wasn't safe at school. Revisit this. A significant number believe that more could be done to address bullying. We intend to raise the profile of our respect/relationships agenda with young people</li> <li>• Most pupils feel that they are being treated fairly and with respect by school staff, although this is not always evident in the relationships between a few young people.</li> </ul> <p><b>Display how SHANARRI is used daily for parents to see.</b></p> <p><b>Develop curiosity and engagement with more loose parts and natural resources.</b></p> <p><b>Ensure all interactions are quality at all times.</b></p>	
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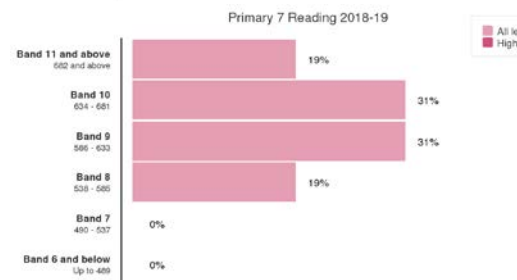
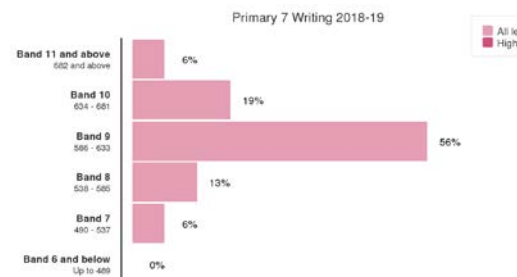
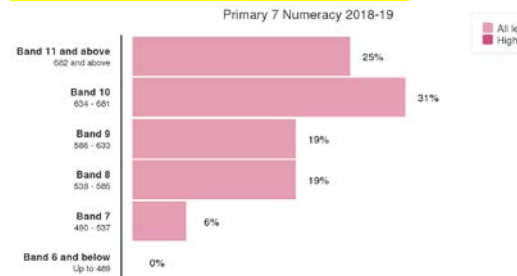
		Ensure staff are aware of the importance of intervening in play at appropriate times and not interrupting learning.	
<b>3.2 Raising attainment and achievement</b> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Overall our learners are successful, confident and contribute to the life of the school. They have a range of skills and attributes which ensures they progress well.</li> </ul>	Continue to support individuals well, working with outside agencies and families.	Satisfactory

- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

### 3.2 Securing children's progress (for Early Learning Childcare)

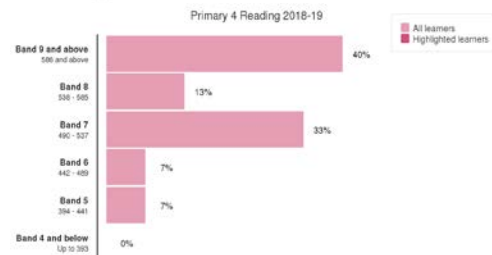
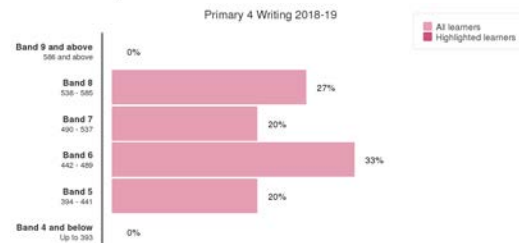
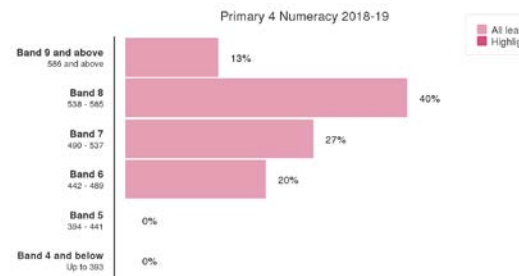
- *Progress in communication, early language, mathematics, health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

- Skills are developed through our partnership with DTF.
- Very efficient ASL teacher and LA have worked effectively this year in PEF Interventions and have has some very good impact and results.
- Attainment data provided by the school is based on teachers' professional judgements. This is supported by a range of assessments, moderation and on-going professional dialogue with promoted staff.
- **SNSA at P1, P4, P7, this information has been used along with other information to determine achievement of a level.**



- Further development of skills through revisiting our bundles and contexts for learning.
- Through moderation, professional dialogue and effective use of assessment continue to develop confidence in determining achievement of a level. Feeling that we are too rigid with determining achievement of a level
- Beginning to Correlate SNSA data with C f E and to use the SNSA data and new Seemis Progress and Achievement module to look at trends across the school to help create next steps or interventions

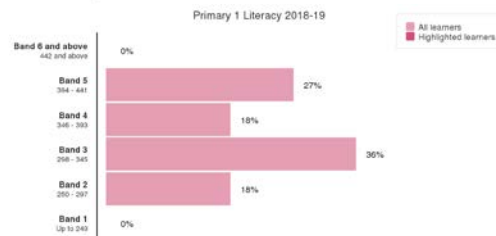
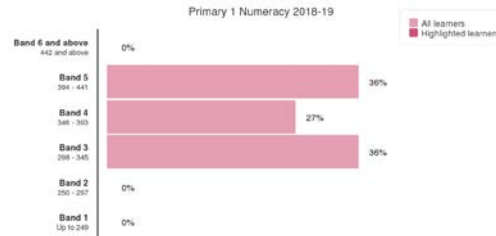
- **Reading SNSA for P7** showed that 50% are in band 8-9 which is typical for a P7 child, with 50% above this. **All** pupils are above or typical for P7
- **Writing SNSA for P7** showed that 69% are in band 8-9 which is typical for a P7 child, with 25% above. **Almost all** are above or typical of P7 6% below (one child).
- **Numeracy SNSA for P7** showed that 38% are in band 8-9 which is typical for a P7 child, with 56% above. **Almost all** are above or typical of P7 6% below (one child)



- **Reading SNSA for P4** showed that 40% are in band 6-7 which is typical for a P4 child, with 53% above this and 7% are

below (one child). **Almost all** pupils are above or typical for P4

- **Writing SNSA for P4** showed that 53% are in band 6-7 which is typical for a P4 child, with 27% above and 20% (3 children) below. **Most** are above or typical of P7
- **Numeracy SNSA for P4** showed that 47% are in band 6-7 which is typical for a P4 child, with 53% above. **All** are above or typical of P4



- **Numeracy SNSA for P1** showed that 63% are in band 3-4 which is typical for a P1 child, with 36% above. **All** are above or typical of P1
- **Literacy SNSA for P1** showed that 54% are in band 3-4 which is typical for a P1 child, with 27% above and 18% (2 children) below **Most** are above or typical of P1
- We have started to correlate SNSA data with achievement of a level data.
  - Achievement of a level data using Progress of Achievement module above as at June19

- Pupil voice is evident and children have a say in how to improve their learning in class and through the pupil voice groups but this could be improved and happening more regular

	<p style="text-align: center;">N    L&amp;T    W    R</p> <ul style="list-style-type: none"> <li>• P1 81.82    63.63    54.54    54.54</li> <li>• P4 64.71    64.71    64.70    76.47</li> <li>• P7 56.25    75.00    50.00    68.75</li> </ul> <p>P1 11 pupils, P4 17 pupils (2 on individual milestones) P7 16 pupils. Actual levels are better than predicted for P7 pupils.</p> <p>P1 Numeracy most children L and T majority Writing majority Reading majority</p> <p>P4 Numeracy majority L and T majority Writing majority Reading most</p> <p>P7 Numeracy majority L and T most Writing majority Reading majority</p> <ul style="list-style-type: none"> <li>• We have had success with our PEF intervention children as highlighted in the PEF section and closed the gap for some children and developed essential reading and numeracy skills and confidence, improvement in working memory in numeracy</li> <li>• Seemis Progress and Achievement data have given us more concrete evidence about progress through the levels</li> <li>• We have some children who have shown great improvement but are still not reaching national standards e.g selective mute in P4 is now talking and accessing the curriculum. PEF intervention has</li> </ul>	<p>Further drill down to data available to look at trends and progress over time</p>	
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	<p>helped her reading. P4 has shown great gains through Number Bricks intervention.</p> <ul style="list-style-type: none"> <li>• Spreadsheets for achievements is available to monitor wider achievements and opportunities for our children in school, for after school clubs and for out of school.</li> <li>• Increased range of data available to staff which has helped them to determine progress and next steps.</li> <li>• Increased use and understanding of ACEs, FSM and deprivation deciles which has given the staff more information about our particular needs.</li> <li>• Systems in place such as wider achievement assemblies, blog, newsletters, facebook, assembly achievements to promote and celebrate success and achievements.</li> <li>• Attendance levels are high, we currently have only one child below 90% out of 103 pupils. We have no children who have been excluded and we are confident following the Inclusion Policy.</li> <li>• Regular tracking meetings have a clear focus on individual children's progress</li> <li>• Good opportunities for work across the 4 contexts for learning across the school.</li> </ul> <p>ELCC</p> <ul style="list-style-type: none"> <li>• Tracking system allows for appropriate next steps to be set. With consistency across all key groups.</li> <li>• Weekly meetings allow children's progress and next steps to be shared.</li> <li>• Focussed observations created as a team to make sure they are based upon the next steps of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop literacy and numeracy across all areas indoors and out.</li> <li>• Develop loose parts to encourage curiosity.</li> <li>• Involve children more in planning – continue to use talking tubs and re-start the big book</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Literacy and numeracy are being focused upon in all areas.</li> <li>• Environments set up with planning in mind to allow children to access activities during free flow play.</li> </ul>		
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<ul style="list-style-type: none"> <li>• All staff have high expectations and expect high levels of attainment</li> <li>• New Writing programme and <b>assessment</b> has been created.</li> <li>• Good opportunities for work across the 4 contexts for learning across the school.</li> <li>• Clear commitment to the promotion of Skills for life learning and work and this is developed through Dupont partnership working. We have also developed partnership with Kilnford and Goldielea care Home and other partners through our world of work. This has been highlighted as good practice through our two recent RAISE/Educations Scotland visits</li> <li>• Children are aware of the range of careers and skills required for them through our successful World of Work Week.</li> <li>• <b>ELCC</b> <ul style="list-style-type: none"> <li>• Planning and tracking is clear and led by children's interests. New format is flexible and responsive.</li> <li>• Staff are building the settings pedagogical approach through the development of a natural environment utilizing loose parts resources.</li> <li>• Tracking sheets create clear pathways for progression and developing next steps.</li> <li>•</li> </ul> </li> </ul>	<p>Revisiting bundles and contexts for learning to promote creativity, enquiry, skills and to look at levels in other area, probably science across the cluster</p> <ul style="list-style-type: none"> <li>• Develop knowledge of schemas and use in planning and observing.</li> <li>• Develop big book</li> <li>• Get parents more involved in the planning process.</li> </ul>	
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>	<p>Our Partnership with Dupont is based on a shared vision and aims. Each year we show how we understand our different</p>	<p>Following on from the Survey Monkey , Work with parents around “better relationships better learning” (nurture, bullying, respect for All, Restorative Approaches, solution focused, inclusion ) so they</p>	

**The impact of parental involvement on improving children and young people's learning.**

contexts. Our relationship is sustainable and each year we increase our opportunities to work together. We have a range of other partners – Kilnford, Goldielea Care Home, Feis Rois, Family learning, Active Schools, Cluster schools, a supportive Parent Council which are key to our vision, values and aims and enhance the learning and teaching.

Keen to create new partnerships to enhance pupil learning and the developing young workforce agenda.

We have a variety of ways in which parents are engaged formally and informally in the life of the school and in their child's learning L/Conversations Targets, Open Evening Progress Reports, Parent Helpers Parent Workshops, Assemblies Brew and Blether Local community project – park These have all had an impact on the children by showing the children that we all work together to support their learning and time at the school Views are asked from parents in a range of ways – survey monkey, face to face, brew and blether, blether board, questionnaires, report feedback slips

- Parents are keen to be able to support their child's learning through more collaborative working and sharing. Parental Engagement in Reading Steps has had a positive impact on their children's learning and had a positive impact on raising attainment in reading.
- We work closely with the Community Council and they

have a better understanding of these approaches and how they can be involved to truly work in partnership to support their children

Drill down further and track children in secondary school who have taken STEM subjects



	<p style="text-align: center;">support our events</p> <ul style="list-style-type: none"> <li>• Parent Council committed to encouraging parental engagement</li> <li>• Parents have identified skills/interests they have which they would be happy to use to help develop certain aspects of school life, curriculum and after school.</li> </ul> <p><b>ELCC</b></p> <ul style="list-style-type: none"> <li>• Parents regularly asked for feedback.</li> <li>• Lots of parent partnership days (Easter crafts etc.)</li> <li>• Parents have access and can input into learning folders</li> <li>• Staff work closely with parents to complete care plans and plan initial next steps. 6 monthly meeting and informal chats develop continual next steps and care arrangements.</li> <li>• Parents are encouraged to be helpers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more ways for parents to be involved in the setting – i.e. tea and toast</li> </ul>



### 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><b>School Priority 1</b> To continue to raise attainment in literacy and numeracy, building on excellence and equity</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>Closing the attainment gap between the most and least disadvantaged children and young people</b></p> <p><b>Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver</b> Performance Information Assessment of Children's Progress School Improvement Parental Engagement Teacher Professionalism School leadership</p>	<p>Staff can confidently discuss our context and attainment data in relation to Numeracy and literacy across the school.</p> <p>There will be a clear set of actions of how we plan to close the attainment gap and raise attainment in Numeracy and literacy across the school. <b>PEF</b></p> <p>Staff will be clear of the intended impact of selected numeracy/literacy interventions and how these can be implemented in their class.</p> <p>Almost all Pupils will become more confident in certain aspects of numeracy and be able to apply new strategies in their numeracy learning</p> <p>Raised attainment in numeracy and literacy for identified children across the school. Gap beginning to close between identified children and others. <b>PEF</b></p> <p>Creation of an ethos of mathematical mindset and number sense through Number Talks</p>	<p>Create next steps from last year's SIP following on from self evaluation</p> <p>Introduce Number Talks to all classes. Staff carry out Teacher Enquiry in this related to their class context and needs</p> <p>Development work on concrete, pictorial and abstract materials and resources to support learning. CT share their good practice in this field</p> <p>Creation of real life contexts for the development of maths and numeracy</p> <p>Continue with moderation opportunities in school and in the cluster across all areas of literacy and numeracy related to all aspects of the moderation cycle</p> <p>Look at assessment opportunities across the school</p> <p>Start to implement Developing Number Knowledge programme at P1/2 and Number talks across the school.</p>	<p>Development Time Term 1 led by HT 2/9/19</p> <p>Started 11<sup>th</sup> June 2019 (Talk from HT currently using it J Riley) Inset Aug 20 to agree implementation and teacher enquiry</p> <p>Development Time Term 1</p> <p>Development Time Term 1</p> <p>See Cluster Moderation Plan Use "evidence " information from moderation materials from Authority</p> <p>Aug Inset</p> <p>Work with AB P1/2 CT to introduce this in her class. AB to share with other staff. Support Day to start planning in</p>

<p><b>HGIOS?4 / HGIOELC QIs</b> 1.1, 1.3, 2.3, 3.1, 3.2, 2.2, 2.7</p>	<p>Continue with PLAY/Enquiry and discovery learning opportunities</p> <p>Shared understanding of what is expected at each level</p> <p>Literacy and Numeracy opportunities will be embedded across all areas of the Nursery</p> <p>Loose Parts will be used in all areas of the Nursery</p> <p>Children will be more involved in planning their own learning.</p> <p>Children's learning and experiences will be challenged through quality adult interactions</p> <p>E journals will be used to increase parental engagement, improve tracking and enhance the observation format.</p> <p>Pupil observations will include quality statements and appropriate next steps.</p>	<p>Continue to embed Progress and Achievement Seemis tracking procedures</p> <p>Build on current practice on PLAY across the school. P1-3 to develop further practice by Anna Ephgrave and attend course.</p> <ul style="list-style-type: none"> <li>• Audit literacy and numeracy opportunities across all areas of the Nursery indoors and out.</li> <li>• Attend training on loose parts and make it a feature of all areas to promote curiosity, creativity, problem solving and engagement.</li> <li>• Build on good practice of talking tubs and kick start the use of the big book.</li> <li>• Develop more ways for parents to be involved in the setting – i.e. tea and toast</li> <li>• Introduce the use of e journals, purchase I pads, staff to attend training and to build up skills in using these effectively.</li> <li>• Staff training on writing quality observations</li> </ul>	<p>June 19. Share with staff at Dev Meeting Date to be confirmed</p> <p>HT to lead this across the school. Develop during Tracking meetings each term</p> <p>PRD Targets for staff Look at play/enquiry/investigative opportunities through curriculum time – staff lead this. Develop this across the school perhaps in the form of an activity day</p> <p>Nursery Manager Staff Meetings, INSET, Follow on from Nursery Audit</p> <p>Early Years Scotland Training on loose parts</p>
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<p><b>School Priority 2</b>  <b>To review our current IDL bundles and create new contexts for learning</b></p> <p><b>NIF Priority</b>  <b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children and young people</b></p> <p><b>NIF Driver</b>  <b>Performance Information</b>  <b>Parental Engagement</b>  <b>School leadership</b>  <b>Assessment of Children's progress</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b>1.1 2.2 2.3 2.7 3.2</b></p>	<p>Our IDL bundles will provide more opportunity for creativity and pupils leading their own learning.</p> <p>Further enhancement of skills across the school</p> <p>Increased confidence in staff giving levels across some of the other areas of the curriculum</p>	<p>Staff to review bundles and 3 year rolling programme and how they are managed. Undertake Self evaluation – what is working well?, What do we need to improve? Relate to creativity, enquiry, play, pupil lead, <b>skills</b> and choice. If there is a focus on skills then staff can have a choice in context</p> <p>Create new opportunities for contexts for learning with staff, pupils and parents</p> <p>Work with benchmarks and add into contexts to ensure assessment is created at the planning the stage</p> <p>Start to work with staff on achievement levels within the social studies subjects, probably science as on the Moderation action Plan</p>	<p>Dependant on Support days Buy staff out to spend day reviewing current bundles or start at Development meeting on Staff led</p> <p>Skill progression</p> <p>Start to plan one term ahead and implement the following term</p> <p>Start with 60<sup>th</sup> Anniversary of the school context</p>

<p><b>School Priority 3</b>  <b>To establish support systems in school to improve the wellbeing of our pupils. PEF</b></p> <p><b>NIF Priority</b>  <b>Improvement in children and young people’s health and wellbeing</b></p> <p><b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children and young people</b></p> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b>3.1 2.4 2.3 3.2</b></p>	<p>Pupils will be able use emotional literacy more confidently to describe how they are feeling and to help with issues. <b>PEF</b></p> <p>Staff are using nurturing and better relationship and better learning approaches in their class and across the school.<b>PEF</b></p> <p>Whole school ethos and culture based around better relationships, better learning and better behavior (restorative, collaborative, Nurture, Solution focused)</p> <p>Staff, pupils and parents will be clear about how to handle incidents of bullying. Greater confidence in pupils, staff and parents that behavior and bullying incidents are being dealt with appropriately</p> <p>Pupils and Staff more aware of how to ensure an inclusive ethos in the school and the part they play in this.</p>	<p>Audit of how we support our staff and pupils well being across the school using Better Relationships and Better learning School readiness and D and G Starter Pack and whole school checklist from starter pack <b>PEF</b></p> <p>Staff to receive training in Emotion Works to support pupil’s emotional literacy. Introduce across the school <b>PEF</b></p> <p>Develop nurture approaches across the school. Further develop after training <b>PEF</b></p> <p>Further develop and enhance KiVA with staff, pupils and Parents</p> <p>Review Authority Bullying Policy in line with our procedures</p> <p>Update our bullying policy and procedures.</p> <p>Learn more about bullying as a barrier to learning and ways to prevent/ address bullying.</p> <p>Use Respect for All materials to enhance support for children, parents and staff.</p> <p>Work with whole school about UN rights of the child.</p> <p>Work with parents around “better relationships better learning” (nurture, bullying, respect for All, Restorative Approaches, inclusion so they have a better understanding of these approaches and how they can be</p>	<p>Staff member to lead along with HT (LV)  Nurture School Training LV and EW</p> <p>Staff training for all staff</p> <p>Timescale TBC</p> <p>Attend Nurturing Training  Visit other schools  Support from Central Staff – S Thornely</p> <p>NM help lead this development. Time to be allocated</p> <p>NM help to lead Time to be allocated</p> <p>NM help to lead Time to be allocated</p> <p>Whole School assemblies  Whole staff</p> <p>Parent Workshops and Sessions  NM and LV support</p>
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