

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

**School:** Carrutherstown & Cummertrees Partnership

**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.*

### Our Vision, Values and Aims

**Our vision is:** To provide a safe, secure and happy environment where every child can reach their full potential and overcome barriers to learning. We DARE to succeed!

#### Our Values are:

##### Determination:

- We know how to break down problems into easy answers.
- We know to keep on trying if something is tricky.
- We are given opportunities to try new things.
- We work hard to improve the world around us.

##### Respect & Responsibility:

- We make choices and decisions through our learning and pupil groups.
- We care for and respect everyone in our school and wider community.
- We know it is ok to make mistakes and take responsibility for our actions.
- We listen to others and know that we are listened to.

##### Achievement:

- We get to share and celebrate our achievements.
- We are encouraged to always try our best.
- We know what we are good at and what we can do to improve our learning.
- We learn in and from the world around us.

##### Empathy / kindness

- We feel safe and welcome in our school.
- We help each other to feel included and happy.
- We include the local community in our events and learning.
- We nurture and care for the wildlife in our environment.

#### We Aim to:

Create a true learning community through partnerships with parents and the wider community.

Develop successful and resilient learners through an inclusive, supportive and positive environment where learners feel safe and nurtured.

Encourage personal creativity, talents and skills through celebration of achievements in and out of school and a wider range of opportunities.

Develop skills for learning, life and work through our natural environment.

**Review Date:****Review Activities (as appropriate)**

*Following last session's work on our school values we reviewed our vision statement with the pupils through assembly and focus groups using our values as a vehicle for change. Pupils identified in detail how our values can be used to shape the ethos of our schools and then shared this with parents and stakeholders. Staff then distilled the core messages from our consultation and took these back to pupils and parents as our aims for our school community. From this we ensure everyone continues to use these through constant reminding and work with the whole school through pupil groups, assemblies, and as a focus for self-evaluation with parents and partners.*

*Next session we will be reviewing our curriculum rationale (through a pupil led project) in line with our 3 year overview to ensure consistency with our vision, values and aims.*

*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).*

***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***

## 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> Raising attainment in literacy and numeracy</p> <p><b>NIF Priority</b> Improvement in attainment – particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress School Improvement Performance Information</p> <p><b>HGIOS 4 / HGIO ELC QIs</b> 2.3 3.2</p>	<p><b>Planned outcome: 75% of pupils will achieve expected level in writing at first and second level across the partnership.</b></p> <p>Impact of talk for writing methodology has resulted in:</p> <ul style="list-style-type: none"> <li>• 87.5% of pupils in P4 achieving first level.</li> <li>• 66% of pupils in P7 achieving second level writing.</li> </ul> <p>Although we have not achieved our identified aim this session most pupils have made significant progress within levels. Pupils are becoming increasingly familiar with the methodology and nearly all are more engaged with the writing process. We expect achievement in this area to continue to improve as pupils knowledge and skills develop further.</p> <p>All teaching staff have completed training in talk for writing methodology which has resulted in consistent use across partnership. Peer observations, joint planning, assessment and moderation activities focused on talk for writing have been positively received by staff. The majority of staff feel more confident in teaching writing strategies as a result of this intervention.</p> <p>Most parents took part in sharing learning sessions. Some parents attended assessment workshops which focused on the ways we assess writing and how we make judgements around achievement of a level. All evaluations indicate a clearer understanding of teaching methods and assessment as a result.</p>	<ul style="list-style-type: none"> <li>• Continue to develop the talk for writing methodology through increasing variety of genres.</li> <li>• Review assessment framework and tracking method.</li> </ul>

<p><b>School Priority 2</b></p> <p><b>Improving Health &amp; Wellbeing</b></p> <p><b>NIF Priority</b> Improvement in children and young people's health and well being</p> <p><b>NIF Driver</b> School improvement Assessment of children's progress Parental Engagement</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 2.5 2.7 3.1</p>	<p><b>ShELF the Sugar project</b></p> <p>Initial analysis of sugar consumption across the partnership indicated that pupils were consuming (on average) 572g in a week (per school).</p> <p>Following the project consumption has dropped to 210g per school which is a reduction of 63%. This is being monitored on a regular basis to ensure it is maintained.</p> <p>We engaged stakeholders through:</p> <ul style="list-style-type: none"> <li>• Practical workshops (pupil led) which improved understanding of sugar content and resulting conditions.</li> <li>• Pupil developed recipe book with suggestions for low sugar snacks and information.</li> <li>• Assemblies – parents were invited to attend assemblies with our NHS partners and pupils input.</li> </ul> <p>Pupil Groups worked with NHS practitioners to upskill them in knowledge of sugar related issues which they were then able to transmit to parents and the wider community.</p> <p>Healthy tuck shop run by pupils at Carrutherstown along with loyalty scheme to promote healthy eating.</p> <p><b>Food for thought project</b></p> <ul style="list-style-type: none"> <li>• Pupils have designed layout of garden area and organized spend of food for thought budget.</li> <li>• Community bog set up and currently in development.</li> <li>• Links developed with Langholm Chilli club, Kinmount Hotel and Community Payback scheme.</li> <li>• Vegetables not ready for consumption yet – visits with Kinmiount Chef planned for next term when produce is ripe!</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of health tuck shop</li> <li>• Learning opps planned to remind everyone of Shelf the sugar message</li> <li>• Use of recipes through skills groups</li> </ul>
<p><b>School Priority 3</b></p> <p><b>Digital Learning and Teaching Strategy for Scotland (STEM)</b></p> <p><b>NIF Priority</b> Improvement in employability</p>	<p>STEM digital learning session delivered by RAiSE team. Most staff have tried new digital learning platforms as a result.</p> <p>Some pupils have engaged in the Lego League and Primary Engineers programme in conjunction with RAiSE team this session.</p> <p>STEM focus through World of Work Week – number of science and engineering visitors.</p>	<p>Develop a shared language of learning to help pupils understand and articulate skills and purpose of learning through STEM.</p>

<p>skills and sustained, positive school leaver destinations for all young people.</p> <p><b>NIF Driver</b> Parental engagement Assessment of children's progress</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 1.2 2.2 2.7 3.3</p>	<p>Ostrero Circles- All p4-7 pupils learned about the circular economy – P6 pupils taking part in opening of exhibition at National Museum. This has led on to the development of pupil led 'Eco-Warriors' group who have identified ways to use the circular economy model in school and reduce single use plastics.</p> <p>New partnership with DuPont Teijiin Films – Visits planned for next session.</p> <p>Staff are upskilled in STEM education and delivery of this through all curriculum areas. Most staff report feeling increasingly confident in this area.</p>	<p>Pupils increased knowledge of STEM skills and ability to apply these throughout the curriculum developed through STEM CfE project next session.</p>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p>Attainment in writing in identified pupil group has improved within current levels of achievement. Engagement in writing within this group has noticeably improved.</p> <p>PM Benchmarking resources purchased to enable CLG groups to be carried out in conjunction with ASfL. Identified group of pupils made on average 5 months progress in reading during the 8 week block of intensive support.</p> <p>Nurture groups unable to be funded through PEF due to staff changes. Provision still made through ASfLA hours. Identified pupils noted to be calmer and increasingly able to learn following group time.</p> <p>School trip costs for identified pupils met through PEF funding. (Lockerbie Manor, Devil's Porridge, Cocoa Bean, Farm visits)</p>	

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (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>	<p>Vision statement reviewed with pupils and parents this session to reflect values based ethos. Values evaluated through partnership feedback.</p> <p>Through our small schools self-evaluation pilot we created a coherent monitoring system which aims to evidence impact of improvement more effectively. This will continue to be reviewed and amended.</p> <p>Through self-evaluation calendar, peer observations and shared planning and development staff regularly engage with HGIOS 4 and professional dialogue.</p> <p>Partnership moderation programme involves joint planning, peer observations, scrutiny of assessments, stage group learning and teaching meetings, cluster work on achievement of a level and cluster working around holistic assessments and moderation of literacy and numeracy.</p> <p>Nearly all staff have engaged with opportunities to lead an area of development – two teachers have completed authority ISL course, one member of staff is involved as a QUAMSO (training with Education Scotland). ASLA has developed our breakfast club initiative, our Clerical Assistant has developed our provision for wider achievements, and our Janitor is developing the food for thought project along with our PT at Carrutherstown.</p> <p>Pupils have been involved in leadership opportunities through structured pupil groups, campaign groups (Cummertrees Pollution Warriors) and self-evaluation activities.</p>	<p>Continue to embed vision and values through review of curriculum rationale.</p> <p>Further develop monitoring system to ensure manageable feedback.</p> <p>PRD process to be reviewed and adapted to ensure more regular updates. Profile of professional reading to be enhanced through a staff book club.</p> <p>Continue to develop shared understanding of achievement of a level through the cluster moderation programme, partnership working and authority opportunities.</p> <p>Teaching staff taking part in the Visible Learning programme to further develop skills in practitioner enquiry.</p> <p>Formalising opportunities for pupil leadership and voice through P7 clubs, alternative pupil groups, self-evaluation and policy development.</p>	<p>4</p> <p>6</p>

<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <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>Almost all learners are engaged and active in their learning. Child centred learning experiences are varied, challenging and enjoyable. Learning experiences are enriched through effective use of our outdoor environment and digital technology.</p> <p>Personalisation and choice is evident through independent learning opportunities, STEM challenges and leadership opportunities.</p> <p>National benchmarks are currently used to inform assessments across curricular areas. Progression planners in place for literacy and numeracy, health &amp; wellbeing.</p> <p>Assessment calendar developed to ensure breadth of assessment approach and consistency across the partnership.</p> <p>All staff use assessment evidence from a variety of sources to inform practice and next steps in learning. Regular triangulation of assessment evidence ensures early identification of support needs, leading to planned interventions and evidence of impact.</p> <p>Regular review of learners' progress through termly learning and teaching meetings where overall and individual tracking information is analysed against annual predictions.</p> <p>Successful parent engagement workshops this session focussing on writing and assessment, outdoor learning, shelf the sugar and STEM. Most families were represented at these events.</p> <p>Local community involvement this session through food for thought project, community group visits, community council input and masterclasses.</p>	<p>Some pupils are able to articulate the purpose of their learning clearly. Using the visible learning framework and the development of a STEM skills framework (CFE Project) we aim to increase pupil confidence and understanding.</p> <p>CfE project planned to develop a skills framework and holistic assessment opportunities through outdoor STEM.</p> <p>Benchmarks used consistently across all areas to inform effective learning, teaching and assessment.</p> <p>Staff will require time to familiarise with new authority 4 stage assessment framework. Implications for planning and adaptation of current planning and assessment framework (Overall and individual).</p> <p>Learning together workshops reviewed to encourage genuine parental engagement in learning through specific challenges and projects.</p> <p>Outdoor STEM Station planned to allow pupils and wider community to share skills further. (aligned with CFE project)</p>	<p>4</p>
<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>	<p>Our focus on shared values has created a positive climate where our pupils can learn and achieve. All staff have high expectations for our children and promote positive relationships throughout our school community.</p> <p>All pupils at Cummertrees have access to a fully funded breakfast club this session. Staff report an improvement in pupils readiness to learn and social skills as a result. Daily uptake averages 80% of pupils.</p> <p>Parents and partners are valued and included in all aspects of our work.</p>	<p>Development of partnership positive relationships policy using Rights Respecting Schools framework and national Respect Me guidance.</p> <p>Breakfast Club to begin at Carrutherstown next session following success of pilot at Cummertrees.</p> <p>Development of emotional literacy through play therapy is planned for identified pupils next session. (PEF)</p>	<p>4/5</p>

	<p>Most of our children feel that they are listened to and valued in our setting. All pupils are able to identify a key member of staff they can speak to about personal and sensitive issues, knowing that their concerns will be actioned and that they are safe.</p> <p>All staff are up to date with Child Protection and GIRFEC training requirements. Staff understand the needs of all pupils in our care and ensure safety at all times through consistent application of GIRFEC principles and Child Protection protocols.</p> <p>Effective transition arrangements are in place for P7 – S1 pupils and are bespoke to ensure we meet the needs of individuals.</p> <p>All new P1 pupils benefit from our 6 week enhanced transition programme which is tailored to individual needs.</p> <p>Equity of experience is achieved through a PEF funded extra-curricular programme which includes after school and lunchtime activities.</p> <p>Pupils entitled to PEF are allocated funded places on school trips and events to ensure equity for all.</p>	<p>Continue to identify other appropriate interventions (PEF Funded) to ensure equity and excellence for all pupils.</p>																					
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health</i></li> </ul>	<p>CfE Data this session to indicate achievement of a level across the partnership:</p> <table border="1" data-bbox="520 938 1270 1190"> <thead> <tr> <th></th> <th>Listening &amp; Talking</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>60% (40%ASN)</td> <td>100%</td> <td>60% (40%ASN)</td> <td>80% (20%ASN)</td> </tr> <tr> <td>P4</td> <td>75% (25%ASN)</td> <td>75% (25%ASN)</td> <td>62.5% (25% ASN)</td> <td>75% (25%ASN)</td> </tr> <tr> <td>P7</td> <td>66% (33%ASN)</td> <td>45% (45%ASN)</td> <td>45% (45%ASN)</td> <td>55% (44%ASN)</td> </tr> </tbody> </table> <p>Nearly all learners are successful, confident, exercise responsibility and contribute to the life of the school. Most are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. Pupils who do not take part in extra-curricular activities are encouraged to take part in lunchtime clubs and bespoke solutions are explored.</p>		Listening & Talking	Reading	Writing	Numeracy	P1	60% (40%ASN)	100%	60% (40%ASN)	80% (20%ASN)	P4	75% (25%ASN)	75% (25%ASN)	62.5% (25% ASN)	75% (25%ASN)	P7	66% (33%ASN)	45% (45%ASN)	45% (45%ASN)	55% (44%ASN)	<p>Develop professional enquiry skills through engagement with Visible Learning and impact cycles.</p> <p>Additional support for learning to be provided to targeted group to address social and emotional needs.</p> <p>Extra-curricular activities – wider achievement (funded partly through PEF to allow all pupils to participate).</p> <p>Refine learning together workshops at each level for literacy and numeracy, to support parents in their understanding of literacy and numeracy strategies. This will help parents to support their child's learning at home (PEF funding).</p>	<p>4</p>
	Listening & Talking	Reading	Writing	Numeracy																			
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<p><i>and wellbeing</i></p> <ul style="list-style-type: none"> <li>• <i>Children’s progress over time</i></li> <li>• <i>Overall quality of children’s achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>All staff have been involved in small tests of change this session related to feedback for learners and formative assessment. Feedback from these discussed and successes evaluated.</p> <p>Closing the Literacy Gap has been used as a literacy intervention this session with a number of pupils at Cummertrees. Average improvement of 5.6 months in reading age and 10 months in spelling age after 8 week intensive input.</p> <p>Intensive numeracy intervention strategies used with identified group of pupils. Awaiting results.</p> <p>Attendance: consistently high and monitored monthly. Regular families withdrawing for periods of un-authorised absence. This has been discussed with families involved and impact explained.</p> <p>Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.</p>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Benchmarks are embedded in literacy and numeracy across the partnership and used to inform achievement of a level alongside other assessment info.</p> <p>Staff have high levels of aspiration and ambition for our pupils.</p> <p>Collegiate time is protected and planned to allow focused development of SIP areas, moderation tasks and professional learning to take place.</p> <p>Outdoor learning embedded in most areas of our curriculum.</p> <p>Learner’s skills developed and celebrated through wider achievement pathways and focused IDL bundles – we are at the end of our 3 year overview now so this will be a priority for next session.</p>	<p>Curriculum overview and rationale to be reviewed next session in line with vision statement and aims.</p> <p>All stakeholders involved in reviewing rationale and curriculum overview.</p> <ul style="list-style-type: none"> <li>• Child led curriculum development term 1 2019-2020</li> </ul> <p>Identify ways to reduce curriculum overcrowding using timetabled partnership days as a vehicle to teach core areas e.g. RME, aspects H&amp;WB, MfL etc.</p>	

<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>Regular feedback from parents and stakeholders – Learning conversation feedback, improvement questionnaire, app surveys.</p> <p>Pro-active Parent Council who work with us to develop learning programmes, policies and support us in all aspects of improvement planning.</p> <p>Curriculum workshops focusing on talk for writing, STEM and outdoor learning. Most parents report improved ability to support pupils at home. Specific guidance and support offered to parents through learning conversations and bespoke home learning activities.</p> <p>Opportunities for parents to share skills with pupils through skills workshops, outdoor learning, STEM activities etc.</p>	<p>Continue to offer a range of opportunities for parents to be engaged in the life of the school and in celebrating their child’s achievements. Use parental feedback to adapt these as needed.</p> <p>Further development of local business links – Kinmount Hotel, DuPont Teijin Films, Ostrero Circles, Powfoot hotel etc.</p> <p>Development of a ‘makerspace’ to provide structured opportunities for STEM activities and sharing of skills within the community. Funding sourced from Community councils, Tesco bags for help and fundraising.</p>

### 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></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School Improvement Teacher Professionalism Assessment of children's progress</p> <p><b>HGIOS 4 / HGIOELC Qis</b> 2:3 – Learning Teaching and assessment 3:2 – Raising attainment and achievement</p>	<p>All pupils are able to use a shared language of learning to explain the purpose of learning and their next steps.</p> <p>Improved attainment through staff use of professional enquiry model.</p> <p>Improved attainment through consistently high-quality effective feedback.</p> <p>Improvements in performance through staff collaboration and professional dialogue.</p>	<p>Engagement with Visible Learning Programme.</p> <p>Prior to introduction to school staff HT to develop a strong knowledge of visible learning through management day.</p> <p>Develop staff knowledge of visible learning Staff to engage in related professional reading and research (ongoing)</p> <p>Identify school strengths and areas for development through individual scoping day</p> <p>Staff analyse strengths and areas for development against principles of visible learning.</p> <p>Staff to work collaboratively to plan for an area of improvement using impact cycle framework.</p> <p>Implementation of impact cycles</p>	<p>HT day 20<sup>th</sup> June all day</p> <p>All teaching staff INSET 20<sup>th</sup> August</p> <p>Individual scoping day (to be arranged).</p> <p>1 x development session Oct 2019</p> <p>All teaching staff INSET 7<sup>th</sup> January 2020</p> <p>Jan – March Peer Observations / 2 x development sessions</p> <p>1 x INSET day May?</p>

	<p>To assess pupil's application of numeracy and maths skills through outdoor STEM opportunities.</p> <p>To enhance practitioner and pupil understanding across the partnership of achievement of a level within the new BGE 4 stage assessment framework.</p> <p>To develop pupil understanding of the purpose of learning through explicit identification of links between skills and the application of these through outdoor STEM.</p>	<p>Gather initial evidence of pupils understanding of purpose of learning – discussion with focus groups (P1, P4 and P7 pupils). <b>HT Lead.</b></p> <p>Develop clearer staff understanding of 4 stage assessment framework through development session. <b>HT Lead</b></p> <p>Staff will work together in level groups to identify numeracy and maths skills to be assessed and create a framework to support. <b>PTs Lead</b></p> <p>Creation of holistic assessments to facilitate independent application of skills.</p> <p>Moderation of achievement of a level through joint planning, peer observations and discussion.</p> <p>Final evaluation of pupil understanding of learning – improvement marked against initial assessment.</p>	<p>Pupil focus groups – term 1 (HT)</p> <p>Introduction to 4 stage assessment framework – development session x 1 Oct.</p> <p>Support days x 4 - term 2</p> <p>Support days x 4 term 3</p> <p>Development session x2 term 3/4</p>
<p><b>School Priority 2</b></p> <p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b> School Improvement Parental Engagement School Leadership</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 3:1 – Ensuring wellbeing, equity and inclusion</p>	<p>Improved relationships and emotional literacy across our school community (increased engagement, reduction in playground incidents / bullying etc).</p> <p>Improved self-esteem and wellbeing</p> <p>Improved engagement in learning</p> <p>Positive attitudes towards diversity in society</p> <p>Increase in opportunities for pupil voice and leadership</p>	<p>School engagement with Unicef Rights Respecting Schools Programme</p> <p>Identification of key staff to lead RRS across partnership.</p> <p>Involve pupils and parents in creation of Rights Respecting Schools Committees</p> <p>Engage school communities in Rights Respecting Schools programme through assemblies, events and literature.</p> <p>Development of a 'Promoting positive relationships' policy (incorporating anti-bullying).</p>	<p>RRS Lead session pm June</p> <p>RRS training (Lead + HT) term 1 1x support day</p> <p>Action plan developed</p> <p>Pupil Steering Group formed term 1</p>

<p><b>School Priority 3</b></p> <p><b>NIF Priority</b> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p><b>NIF Driver</b> School improvement School leadership</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 1:3 Leadership of change 2:2 Curriculum</p>	<p>Learners are able to engage with a curriculum which:</p> <ul style="list-style-type: none"> <li>• Has clear links to our shared values.</li> <li>• Reflects the uniqueness of our setting.</li> <li>• Takes very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</li> <li>• Promotes a shared understanding of purpose and pupil ownership.</li> </ul>	<p>Gather views of stakeholders through pupil and parent focus groups using key questions such as:</p> <ul style="list-style-type: none"> <li>• 'what makes our school special?'</li> <li>• 'How can we use our local environment to support learning?'</li> </ul> <p>Revisit BTC 3 with staff and mind map essential elements, then link to pupil and parent feedback.</p> <p>Share refined ideas with pupils and allow them to experiment with E's and O's and develop pathways through learning. (whole staff and pupils in small groups) *Use outdoors as a curriculum map?*</p>	<p>Gather views of parents and stakeholders through parent workshops – term 4 2018-19</p> <p>Pupil input term 4 2018-19</p> <p>Inset day August 2019 - refine ideas and plan learning around curriculum design term 1 2019-2020</p>
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