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

School: Castle Kennedy & Glenluce Primary Schools & ELC

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

Our Vision

As a community we will work together to ensure our schools are a respectful, safe, inclusive and happy schools where all have the opportunity through support and challenge to reach their full potential and recognise their achievements. To ensure this is sustained into future destinations we will support children to be independent and self-motivated learners who take on leadership with resilience.

Our Values

RESPECT INCLUSION KINDNESS HONESTY RESPONSIBILITY

Our Aims

☐ We aim to provide a quality educational service taking full account of National and Local Priorities and implementing them effectively.

☐ We aim to improve the standard of achievement and attainment within the schools.

☐ We aim to assist pupil's personal and social development.

☐ We aim to promote an effective partnership linking schools, homes and communities.

School Statement

Rights Respecting SchoolS

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationship between teachers and pupils.

Being a Rights Respecting School supports a rich learning environment that places the best interests of the child at the heart of all our policy and practice. All of our classes now have Class and Playground Charters which ensure our children are reminded that their choices and actions contribute to a positive learning environment for everyone.

We have consulted with children, parents, staff and the wider school community to help adapt our school vision so that it incorporates "rights respecting language". From the feedback we have received it was very obvious that our school is a safe and happy environment in which our children feel valued and respected.

Review Date: August 2020

Review Activities (as appropriate)

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)
Learning, Teaching & Assessment **NIF Priority** **improvement in attainment, particularly in literacy and numeracy** **Closing the attainment gap between the most and least disadvantaged children** **NIF Driver** **Teacher Professionalism** **Assessment of children's progress** **HGIOS? 4 / HGIOELC? QIs:**	Literacy/numeracy pathway/progression framework Linked to benchmarks and showing progression through a level. Ensuring continuity in both areas leading to a common understanding of achievement of and within a level. For all pupils. TLQ implemented in nursery and early years Resulting in better listening, talking and understanding skills of targeted pupils. Maths recovery training for all staff Teachers upskilled and able to identify and apply appropriate strategies for identified pupils thus raising attainment for all. Learning conversations further developed and snapshot jotters further evaluated and developed. Pupils parents and staff more able to talk about targets and next steps. Target setting evenings and sharing learning events were well attended, with 98% of families attending and discussing pupil progress and next steps. 5 minute boxes for literacy and numeracy implemented These are fairly new but initial responses and results are positive. Used with targeted individuals	Teachers more able to predict pupils progress across and achievement of levels. Accelerated reading introduced at Glenluce More parent information sessions focused on early numeracy/literacy skills. Introduction of Number Talks across the schools in collaboration with our SWIC partners. Use Visible Learning training to support high quality teaching and learning experiences for all pupils. A whole school approach to target setting with children developed and ensure this information is shared through learning conversations with staff and parents

	IXL in both schools tracking progress in literacy and numeracy using ICT. Teachers are implementing early assessment strategies and identifying needs of pupils and early intervention approaches implemented. Parental involvement in school and with pupils. Stay and play weekly sessions in nursery. Analysis of data vastly improved and all staff using a range of evidence and data to inform next steps etc. PIPS, INCAS, IXL Accelerated Reading SNSA and more engagement with benchmarks through moderation activities across schools. Through Visible Learning training, teaching staff have demonstrated an increased confidence using more specific Learning Intentions and Success Criteria, with a growing number routinely involving pupils in the formation of these. In learning discussions all pupils are more confident discussing **feedback** and some can discuss the impact this has on their **progress**. Class observations and planning confirmed that most teaching staff are generating success criteria with pupils and almost all are limiting the number of success criteria, enabling pupils to focus on key skills/knowledge and develop them within an activity. This will be developed further through Visible Learning training this year.	
School Priority 2 **Ensuring wellbeing, equality & inclusion** **NIF Priority** **Improvements in young people's health and**	Pupil councils, ECO groups and RRS steering groups established and active across both schools. Thus ensuring pupil voice and responsibility. Weekly assemblies continue to be current and appropriate and are now linked to Rights Respecting Schools programme. Pupil wider achievements are celebrated in assemblies, the school newsletters and display. The variety of extra-curricular	Pupil groups to continue and to inform parents and communities of their work. Develop **Resilience Programme across school**

wellbeing **Closing the attainment gap between the most and least disadvantaged children** **NIF Driver** **Assessment of children's progress** **Parental Engagement** **HGIOS? 4 / HGIOELC? QIs: 3.1, 3.2**	club opportunities offered by schools staff has enabled most pupils to access extra-curricular clubs. This has supported the development of friendships across classes. Eco groups and garden clubs involving pupils, staff and the local community in both schools continue to be successful.	through Rights Respecting and Respect for all. Explore more opportunities for extra-curricular in the lower school. Use PEF money to establish if said clubs have helped pupil confidence.
School Priority 3 **Raising Attainment & Achievement** **NIF Priority** **Improvement in attainment particularly in literacy and numeracy.** **Closing the attainment gap between the most and least disadvantaged children** **NIF Driver** **Assessment of children's**	Targeted interventions such as; Five Minute Box, SRS, Route 136, Maths Recovery are helping to raise attainment and address any identified or potential gaps in achievement. Almost all staff trained in the use of these targeted interventions. Management team are monitoring progress and attainment termly and observing strategies in use during learning visits termly. Increased confidence and robustness in determining progress and achievement of and within a level with a particular focus on literacy & numeracy Holistic assessments built in to assessment programme helping to show skills progression and transference of skills. Robust programmes and planning showing consistency in	Continue to develop quality assurance and moderation practices through Stranraer cluster, collaborative work with Rephad and the South West Educational Improvement Collabotrative. Continue to strive to develop high quality learning & teaching practices through further engagement with Visible Learning, Maths Recovery, learning through play in the early years.

	progress across all levels in literacy and numeracy	
progress **HGIOS? 4 / HGIOELC? QIs:** **3.2 3.1**	Ensured rate of progression and depth through planning pathways CLPL for new staff- achieving consistency of approach Robust tracking and monitoring of pupil attainment over time Teachers use their skills in data analysis to focus on key aspects of learning and teaching which are having a positive impact and to identify those which need to be improved Planned program of **Attainment and Achievement in Shared Evaluation Meetings-** progress reviewed and next steps in supporting learning identified *Education Scotland Benchmarks for Literacy,Numeracy and Mathematics*' used by staff to support their assessment judgements Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners The support for learning teacher continues to be very effective at building capacity with teachers and Pupil Support Assistants in the use of targeted interventions such as SRW. Pupil Support Assistants are used effectively to lead and support targeted interventions (literacy and numeracy)	Continue to build professional confidence and capacity in making robust teacher judgements about achievement of a level and progress through a level in literacy & numeracy.
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?**	*How PEF is making a difference in closing the attainment gap. Some key considerations and factors taken into account in our school and early level childcare centre.* We have used local context data including SIMD and SEEMIS to identify those children and pupils who are or could be subject to adverse childhood experiences including poverty. We have developed a strategy around PEF based on robust contextual analysis of a range of data and available information to build an accurate picture of the attainment gap including the possible impact of adversity / poverty related contributory factors. (SEEMIS custom reports / Excel database, SIMD data, FME, LAC, CSP, IEP, CP, attendance data etc). Interventions have focused on closing the gap in literacy and numeracy and have promoted health and Wellbeing through the Rights Respecting Schools programme.	

We have been careful when implementing interventions to ensure we avoid possible stigmatisation by subtly promoting inclusivity and diversity whilst at the same time targeting the individuals identified.

We have strived to develop and provide a range of experiences to promote equity, inclusion and health and wellbeing such as extra-curricular and after school groups and clubs, including a science club, gardening club, choir, rugby, football and netball.

Interventions and Impact

1.Visible Learning – Improvements in learning & teaching through increased professional skills and awareness of strategies by teaching staff. Collegiate Sessions in partnership with Rephad Primary. Used PEF to finance visible learning resources (teachers' books) , networking and moderation between peers.

Measured impact

- H.T. and peer to peer monitoring measure the impact of Visible Learning interventions on the learning and teaching in classes.

- evidence in attainment, holistic and focused assessments. Peer to peer professional dialogue and moderation – greater focus on the learning of individuals and their assessment strategies – enhanced scrutiny on closing the gap for those pupils identified. through SEEMIS data and monitoring progress and achievement levels.

2. Employed Specialist Support Staff - an art teacher was employed to deliver an effective art programme whilst a P.E. teacher was employed implement the Better Movers Better Thinkers programme to all pupils as well as ensuring high quality P.E. was on offer to all pupils. This released teaching staff to ensure there was high impact quality teaching being offered to individuals / small groups of pupils as required.

Measured impact

- H.T. and peer to peer monitoring measure the impact of these focussed interventions on the learning and teaching of individuals.

- closely monitored improvements in attainment at specified intervals over the period of time

- monitored the changes in attitude towards learning. These soft measures included behaviour, interaction with peers and an enhanced responsibility and positivity toward learning.

3. Digital Technologies to enhance and develop literacy, numeracy and other curricular areas - to help raise attainment in literacy, numeracy and the Health and Wellbeing of pupils identified through the use of digital technologies. Ipads and additional netbooks were purchased to improve engagement and motivation of identified pupils to enhance their experiences and give them access to educational apps to further engage them to support their learning experiences in literacy, numeracy and HWB. Also invested in Technic LEGO to allow the pupils to further enhance their programming and design and technology skills.

Measured impact

-feedback through response and measured attainment from accessing these new apps / additional opportunities to access hardware

-enhanced appetite for engaging and working together on LEGO based activities to upskill programming and design and technology.

4. Additional Early Years Support in the early Level and Childcare Centre and P.1/2/3
With the additional staffing in Nursery this session, it has allowed us to support early literacy and numeracy skills and to provide additional health and wellbeing support to identified pupils in the early childcare centre and P.1/2/3 classroom. These pupils in the early years have been identified as being at greater risk of having adverse childhood experiences or experiencing poverty related disadvantages, or for other reasons lacking opportunities to fully develop their early language and literacy skills.   Additional staffing capacity also allows teachers and key workers more focus time with identified individuals.

Measured impact

- TLQ initial assessments and post intervention assessments (ELCC and P1)
- on-going in-class assessments of early language skills / development eg phonics, sounds, reading etc
- the number of referrals to speech and language / feedback reports.

- feedback and interaction with parents via teacher / ELCC staff.

5. Developing numeracy resources

The partnership has invested in numeracy resources to ensure that children are being exposed to a different range of numeracy resources in order to raise attainment and also close the gap. These include investing in teacher resources (Number Talks), the Maths Recovery programme and I.C.T. resources such as I.X.L. In addition, five minute maths boxes were introduced to raise pupils' basic number skills.

Measured Impact

-identified pupils are able to access a wider range of resources to support and engage them with their learning. By matching the teaching to their learning styles we expect to measure increased attainment throughout the school over time.
-direct feedback from pupils and an increase in INCAS scores on their perception regarding their mathematical ability.
-pupils will have strong, secure knowledge of key aspects of numeracy, with increased focus on pupils receiving pupil equity funding.

6. Additional opportunities

Provide pupils with enhance opportunities and experiences that will enhance their development in school and further afield. These include breakfast clubs, extra-curricular opportunities, excursions, outdoor learning activities, a nurturing support, pupil councils, eco school coordinators etc

Measured Impact

-more pupils receiving pupil equity funding will experience positive opportunities which will enhance their prospects of success and happiness.
-pupils subjected to adverse childhood experiences will feel nurtured and valued, enhancing their self-belief in their abilities, ultimately leading to raised attainment.

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**
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• Most staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments. • Teachers use a range of different assessments to measure children's progress in Literacy and numeracy. • Most staff understand the need to be outward and forward looking in their evaluation and improvement activities. • Almost all staff have high aspirations and expectations for all children • Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions • Individual and collective professional learning which improves outcomes for learners. • Professional dialogue integral part of the school life in order to take • things forward. • All staff very focused on improving learning.	• Provide more opportunities for staff to be involved in and lead aspects of school improvement. • Continue to develop an inward, outward and forward focus in our evaluation and improvement activities. • Continue to encourage staff to reflect on and share their own practice, through joint planning assessments, moderation and peer observations. • More opportunities to involve pupils and parents in our Rights Respecting School activities • Children and young people leading learning. • Ensuring that our professional learning is improving outcomes for learners. • Ensuring that PRD brings about improved outcomes for children.	4 10

	• All staff are committed to change which results in improvements for learners.	• Ensuring that all staff have equal access to PRD and professional learning opportunities. • More use of digital technologies and outdoor spaces to support learning.	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• In most cases the learning environment is positive and nurturing Emphasis was placed on P1-3 to create a Literacy rich environment. This has been successful and is still on going • Almost all learners are motivated and engage in all aspects of school life. • Learners achievements in and out of school are recorded and recognized. Good work walls, Pupil of the Week, individual achievement books and profile blogs. Snap shot jotters • Learners play an active role in the school and wider community. • Almost all teachers have well developed skills of data analysis which are focused on improvement. • Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Planning is consistent across both schools.	• To ensure that all learners experience activities which are varied, differentiated, active and provide effective support and challenge. • More use of digital technologies across the schools. • More effective feedback to learners from staff and peers suggesting ways in which they can improve. • Further develop teacher skills of data analysis and how we record it. • More effective use of outdoor spaces.	4

3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• All stakeholders promote a climate where children and young people feel safe and secure. • Staff and children know, understand and use the wellbeing indicators. • The school promotes a climate of respect and support for wellbeing. • All nursery children have an active Care Plan • All staff have up to date Phase 1 Child Protection training. This is updated annually • Teaching staff have participated in training to help us better understand our school's context and possible barriers to learning, attainment & achievement. • Staff have evaluated this year use of PEF and its impact on learners and through this have identified the most effective strategies to try and reduce the poverty gap and raise attainment. – Pupil Equity Funding will be identified and feature in SIP 2019-20.	• Continue to ensure that all staff under take regular professional learning around legislation, statutory requirements and codes of practice. • Ensure that all guidance is fully relevant and up-to-date. • Improved attainment for groups and individuals facing barriers to learning, including poverty. • Better use of outdoor spaces to promote positive relationships and wellbeing. • Better engagement with parents.	4
3.2 Raising attainment and achievement	• Almost all children are attaining appropriate levels and a few have	• Further develop our approaches to raising attainment to improve	4

- *Attainment in literacy and numeracy* - *Attainment over time* - *Overall quality of learners' achievement* - *Equity for all learners*	exceeded these. Analysis of data and HMIe feedback shows that consistency of attainment needs to be addressed. Writing at all levels needs attention. - Attainment in Literacy and numeracy are a central feature of the school's priorities and will continue to be so. - Good progress is demonstrated through robust tracking of attainment over time in literacy and numeracy. - Attendance levels are high and improving. Individual families have been targeted to ensure good attendance. - Exclusion rates are low and inclusion is successful for almost all learners.	outcomes for all children. - Further develop approaches to raise attainment in other areas of the curriculum. - Continue to engage with benchmarks to develop a common understanding of achievement of and within a level. - Continue to upskill all staff to ensure equity for all. - More robust tracking of attainment of different groups of learners to ensure all children make the best possible progress.	4
3.2 Securing children's progress (<u>for Early Learning Childcare</u>) - *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*	- Young children in nursery are making good progress in communication, early language and mathematics. - The nursery environment is welcoming and purposeful, engaging youngsters in creative and physical play. - Children are encouraged to be independent and make choices about their play and learning. Nursery staff work closely with partner agencies to support progress and development,	- Extend tracking procedures to include health and wellbeing as well as specifically focusing on closing the gap. - Teachers to make wider use of benchmarking to support tracking and assessment information and focus interventions to raise attainment. - Promote increased participation of youngsters in opportunities within the community.	

	- reinforcing programs and approaches. - Nursery staff know the children as individuals. This is reflected in children's PLPs and targets. Parents are encouraged to contribute in a range of ways Nursery staff have explored interventions to increase early vocabulary and language with children making considerable gains over a short period. TLQ - Planning is child centred and most children are able to have learning conversations with staff. - Floor books are used as a planning tool with children to track their learning with pictures, comments and illustrations. This is used for discussion with staff/parents. - All staff reflect well together to bring about positive changes in the day to day running of Nursery and for children and families. - Change and develop of assessment/observations has ensured staff and identifying meaningful evidence to support learners. 'Thrilling Thursday', a literacy focused concept has given children ownership of their learning and encouraged them to discuss books with others	- Improve attendance and punctuality to support pupil engagement. - Develop a more responsive planning format which supports learners to lead their own learning. - Increase the children's ownership of floor books and develop this as a planning tool. - Monitor the impact of interventions and strategies more closely and record this more robustly. - Identifying areas of self-evaluation to develop over a 3 year period. - Ensure that our reflections are robust and evidenced appropriately. - Access digital tools to enhance engagement of children and families. - Develop more themed sessions which link/involve parents/community.	

2.2 Curriculum: Theme 3 Learning Pathways	• School leaders provide clear direction through a manageable and ambitious long term plan for the ongoing development of the curriculum. • Planning for progression in children's learning is in place.	• Further develop the level of personalization and choice. • Ensure that we have a shared understanding of what progression looks like. • Involve children more in the planning and progression of the curriculum.
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• The schools understand and play a significant role in their communities. • Feedback from parents indicates strong and effective relationships with schools. • Staff work hard to support parents/carers to actively engage in their children's learning. Through learning conversations, open afternoons and pupil led workshops/activities. • Parents, school and outside agencies work in a positive and proactive way, to identify and support individual families facing challenging circumstances	• Look at ways to ensure that our Parent Councils are representative of all parents and carers in the school. • More work to enable parents, families and the local community to contribute to the life of the school and be involved in school improvement. • Continue to develop how we communicate about progress, attainment and achievement. • To continue to seek targeted approaches for supporting families facing challenging circumstances, such as mental health issues, substance misuse and low ambitions for their children, to raise expectations and aspirations for all.

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)
School Priority 1 Improvement in attainment, particularly in Literacy and Numeracy. **NIF Priority 1** **NIF Driver** **Assessment of pupil progress** **Teacher professionalism** **Performance information** School improvement **HGIOS?4 / HGIOELC Qis** **2.2 2.3 3.2**	Raised attainment in children's writing across all levels	Further establish transfer of skills within writing using Big Writing &Talk for Writing Children will be given opportunities to write regularly in class (more than once a week) including personal events, current affairs, IDA and community news Create a literacy rich environment in early stages which encourages early writing skills Continue to embed change in methodology in teaching and tracking of writing using Big Writing and very genre specific success criteria Increase opportunity for peer and self assessment through Visible Learning We will work effectively with colleagues across the cluster/ authority to moderate standards, developing a shared understanding of what progression looks like and the achievement of a level. Quality feedback provided for learners to improve skills	**Management team** **All school staff** **PEF funding for extra staff** **June 2020** Classroom Monitoring Learning Walks Jotter Audits Pupil Views Strategic Planning Files Assessments Moderation Meetings Attainment Data Minutes of staff SIP/Working Party/Moderation meetings Attainment Trackers Self-Evaluation Exercises P4-7 teachers to attend Pie Corbett training. PEF funding Over 80% of children at P1, P4 and P7 stages reaching age appropriate levels in Standardised Assessments and CfE judgements.

16

	Raised attainment in children's reading	Review of current classroom practices which are good but inconsistent Create a literacy rich environment in early stages which encourages early writing skills Making effective use of a range of resources including digital technologies to create and sustain effective learning environments as well as provide appropriate support and challenge for children. Ensure consistent purchase of class sets of novels for modelling block at each stage	All staff
	To improve children's literacy skills within the Early Years Centre.	Staff will continue to provide high quality reading, writing and listening and talking opportunities in the playroom and outdoors. To continue to develop phonological awareness in the Early Years Centre and a foster a love of reading.	Mrs Gregg and Early Years staff
	Greater and consistent use of Moderation and assessment in literacy to ensure outcomes for learners are consistent.	Ensure planning is manageable but that reflect CFE benchmarks Continued development of holistic assessments in literacy Whole school moderation Use Shared evaluation meetings to ensure rigorous and robust data analysis and setting of next steps in learning Continue using Education Scotland's Literacy and English benchmarks to support assessment judgements and decisions about next steps in learning.	
	Close attainment gap in literacy between most and least deprived pupils	Engagement in Word Aware and word play programmes in Early Years level Pupil support assistants to provide consistent application of daily interventions.	

		Staff make effective use of the staged intervention process to ensure that children's needs are met Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners Targeted interventions in Literacy to be implemented regularly and consistently Word Aware, SRS, and 5 minute literacy box Increase the opportunities for teacher access to targeted support Consistent assessment approaches using school framework of assessment to ensure comparable and consistent data Five minute box used to provided daily practice of core skills and knowledge Outdoor learning to provide links in learning. Increase the opportunities for teacher access to targeted support	Baseline assessments in each intervention Timed reassessments at intervention period end. Realistic expectation should see a 2% increase in age appropriate standardisation for individuals.

  Improvement in attainment, particularly in Literacy and Numeracy. **NIF Priority 1** **NIF Driver** **Assessment of pupil progress** **Teacher professionalism** **Performance information** **School improvement** **HGIOS?4 / HGIOELC Qis** **2.2 2.3 3.2**	Raising Attainment in maths with focus on problem solving and applications. . Greater and consistent use of Moderation and assessment in Maths to ensure outcomes for learners are	Dedicated 6 hours quality numeracy and maths per week that provide opportunity for application of skills A whole-school focus on problem solving and application of skills in real-life problems Numeracy CLPL will revisit school approaches, such as Big Maths resources are ordered and replenished and that staff are aware of available numeracy tools Share resources and approaches they find to be effective in raising attainment in numeracy All members of staff will have well planned opportunities to engage in Professional Learning focused on introducing Number Talk methodologies for mental addition, subtraction, multiplication and division. Information sessions for parents of children in Early Years focused on Numeracy and Mathematics Ensured rate of progression and depth through planning pathways Robust tracking and monitoring of pupil attainment over time Teachers use their skills in data analysis to focus on key aspects of learning and teaching which are having a positive impact and to identify those which need to be improved Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners – use of the Continued development of holistic assessments in numeracy Whole school moderation Use Shared evaluation meetings to	*Management team* *All staff* *PEF funding* *June 2020* Over 80% of children at P1, P4 and P7 stages reaching age appropriate levels in Standardised Assessments and CfE judgements.

	consistent	ensure rigorous and robust data analysis and setting of next steps in learning Continue using Education Scotland's numeracy and mathematics benchmarks to support assessment judgements and decisions about next steps in learning	
	Children in the EYC will benefit from high quality learning, teaching and assessment, through consistent and effective pedagogy	Introduce number Talk Strategies Additional opportunities provided in playroom for number recognition Early Numeracy Booklet created for parents Provide numeracy focussed fun session for families during the year	*Parental surveys*
	Close attainment gap in numeracy between the most and least deprived pupils	Engagement in early numeracy programmes in Early Years level implemented regularly and consistently 5 minute numeracy box levels 1 and 2 Learners' needs are identified through assessment information (ongoing and periodic assessments) Pupil support assistant to provide consistent application of daily interventions. Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners	*Baseline assessments in each intervention* *Timed reassessments at intervention period end.*
School Priority 3 **Improvement in children and young people's health and wellbeing in both schools and Early learning centre.** **NIF Priority 3**	To ensure that children's health and wellbeing development is being supported within our local context. To develop a whole school approach to implementing Respect for all and Rights Respecting Schools Pupils have positive relationships in classroom, playground and in the community.	Wellbeing webs used consistently at all stages twice per year New school vision, values and aims embedded through assemblies, class lessons Develop Growth Mindset Strategies and Mindfulness in all classes Community Links further developed through ECO groups and rights respecting school programme. Full implementation of school policy in	School management team All school staff Miss Dawson and one other for RRS Respect for all Pupils Staff parents **June 2020**

NIF Driver **Assessment of children's progress** **Parental engagement** **School improvement** **HGIOS?4 / HGIOELC Qis 2.1 2.2 2.4 2.5 2.7 3.1**	Pupils develop vocabulary and strategies to build resilience, problem solve and sustain positive relationships- linked to SHANARI wellbeing indicators. All pupils have support to enable them to have healthy lives.	line with Respect for all Anti-Bullying Guidelines. Anti-bullying focus more regularly as part of the HWB programme. Senior pupils given higher profile role within the playground at break times to buddy younger children. CLPL delivered to all staff within the school as part of the annual CLPL programme. Parental workshop held on subject of anti-bullying.	assemblies throughout the year PEF funding Log Bullying Issues on SEEMIS
	To ensure pupil voice is evident in all aspects of school life in both schools and EYC	Audit current behaviour policy Revise behaviour policy in consultation with all pupils Committee groups within the school to lead termly assemblies and provide termly newsletters for parents and the local communities. Self-evaluation of SIP to be led by pupils: How Good is OUR School	School committee /council leaders. Identify resilience programme to implement The Compassionate and Connected Classroom for upper primary. Mr Ferguson Designated
	Achieve Rights Respecting Schools Silver award.	Implement fully RRS programme across both schools and further develop to link with all of the above. Introduce a "monthly article" launched at assemblies as a focus for staff and pupils.	Designated assemblies throughout the year All school staff