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

School: Colvend, Kirkgunzeon and Palnackie (Partnership)

Date: May 2019

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

Vision: For all our learners to dream big and aim high; believe in themselves, have fun and work hard; explore all opportunities in class, in school and beyond empowering them to achieve their goals and be their best.

Motto: Aspire, Believe, Explore, Achieve!

Values: Respect, Equality, Achievement, Courage and Honesty.

Aim: To provide a happy, safe, enjoyable environment where all children are supported and empowered to become:

- Successful learners,
- Confident Individuals,
- Responsible Citizens,
- Effective Contributors

by working in partnership with staff, pupils, parents and our local communities.

Review Date: Term 3 2019/20

Review Activities (as appropriate) Consultation with stakeholders (pupils, staff, parents/carers and local businesses) took place in terms 3 and 4 of session 2016/17. Draft was formulated term 1 2017/18 and shared with Parent Councils and pupils at assemblies during terms 2/3 of session 2017/18. Aims are explored on a fortnightly basis through HT star awards. In terms 2 and 3 of this session we have explored values through assemblies led by Headteacher.

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)
School Priority 1 To increase levels of participation, achievement and attainment across STEM subjects. **NIF Priority** **Improvement in attainment particularly Numeracy,** **Closing the attainment gap between the most and least advantaged children and young people.** **NIF Driver** **-**Teacher Professionalism, - Assessing children's progress, - School Improvement, - Performance Information. **HGIOS?4 / HGIOELC QIs** **2.2, 2.3, 2.4 and 3.2**	All schools have engaged with SSERC's Primary Cluster Science programme. Staff have benefited from a range of high quality CLPL both at CfE level and whole school (skills) levels. These have been implemented into practice and observations show learners are more engaged and through holistic assessments demonstrate their ability to apply scientific enquiry skills. Edina Trust Funding has been sought and resources were used support learning and teaching of science throughout our three year rolling programme. Benchmarks continue to support planning and moderation of Science ensuring learners benefit from curricular experiences at the correct level. Tracking shows almost all learners are making expected progress in Science. The RAISE team have led CLPL sessions for staff which have supported participation and achievement across Technologies through opportunities for team teaching and resource familiarisation. One of our Principal Teachers has looked at our Technologies curricular structure and revised bundles to ensure enhanced opportunities to develop computer programming across the expected three years of a level. IDL links have been identified to avoid duplication and allow further application of learning to context. Requests have been sent to Edina Trust to buy Lego We-Do kits and microbits. Mental maths fluency has been implemented with pupils in the lower stages. On-going assessments show learners have increased their recall facts showing greater speed and accuracy. This is particularly evident within Colvend and Palnackie Schools. Staff have an increased awareness of the National Numeracy HUB resources and methodologies which can be used to support attainment.	Continue to develop Scientific Enquiry, Numeracy and Outdoor Learning into Science programme. Consider opportunities for Numeracy/Science holistic assessments as part of the curriculum. Utilise Edina Trust resources across the 3 year rolling programme. Purchase digital technologies resources. Plan progressive opportunities for learners to develop computer programming. Implement newly revised Technologies bundles into practice. Continue to implement number fluency into practice. Utilise Numeracy Hub to support learning, teaching and assessment of Numeracy in relation to individual practice needs.

	Maths recovery strategies continue to be developed by Additional Support for Learning Teacher and are utilised by P.2-4 teacher in Colvend School. Headteacher has attended training on Number Talks and can see value in this approach, this has been identified in classroom observations across many classes in the partnership. LAs have had training in the use of Learn Its to support maths fluency. Areas to support Numeracy attainment next session have been identified through classroom observations, data analysis and attendance at Regional Improvement Collaborative events, these include promoting maths mindsets, Number Talks and Think Boards which demonstrate pupils understanding and ability to make links across Numeracy and Maths. PTs and HT have attended the local authorit'y's Introduction to Number Knowledge course and recognise the values in such approaches.	Purchase Number Talk resources and implement this approach into practice evaluating impact on learners confidence and application of strategies. Promote positive maths mindsets using Heroes which learners developed this session. Consider how think boards can be used to formatively assess learning and teaching. Infant staff to attend Maths Recovery training and implement strategies into their practice.
School Priority 2 To develop robust assessment procedures through quality assurance and moderation in Literacy. **NIF Priority** **Improvement attainment across Literacy.** **NIF Driver** - Assessing children's progress, - School Improvement, - Performance Information. **HGIOS?4 / HGIOELC Qis 2.2 and 3.2**	Teaching staff have created assessment overviews which identify where evidence might come from to support achievement of level judgements across all aspects of Literacy at Early, First and Second levels. Staff used these along with samples of pupil work to create Reading and Writing portfolios for Early, First and Second Level. Such activities and associated professional dialogue/record sheets ensure greater validity and consistency of CfE assessment standards; within Kirkgunzeon School there is a recognition that high standards may be leading to under reporting. They were shared with colleagues at local authority moderation events with colleagues taking copies back to their schools. An overview sheet has been created which aligns evidence from PM assessments to CfE Benchmarks with a particular focus on Tools for Reading at Early through to Third levels. We have developed a system to assess Writing using Benchmarks across a variety of genres. This activity has increased staff confidence and familiarisation with Benchmarks. Staff then cross marked pieces of pupil work to aid consistency of standards. Work has started to develop Writing planners which incorporate Benchmarks. This is complete across genres at Early and First Level and individual mats have been completed to aid formative feedback including peer and self-assessment.	Refer to Achievement of Level judgement guidance to support assessment of pupil progress. Provide moderation to determine the difference between Second and Third level Literacy with colleagues from across the cluster. Implement sheets into practice and use this evidence to inform next steps for learning and achievement of level judgements. Use Benchmarks to track and monitor pupil progress rather than Big Writing criteria. Develop Second and Third level Writing planners which are aligned to the Benchmarks across a variety of genres.

School Priority 3 To fully implement improvement objectives from session 2017/18. **NIF Priority** **Improvement in attainment, particularly in literacy and numeracy,** **Closing the attainment gap between the most and least disadvantaged children,** **Improvement in children's health and wellbeing.** **NIF Driver** **-** Teacher professionalism, - School Leadership, - Assessing children's progress, - Performance Information, - School Improvement. **HGIOS?4 / HGIOELC QIs** **1.1, 2.2, 2.3, 2.4, 3.1 and 3.2**	We track and monitor the progress of learners across almost all curricular areas within the BGE. Findings of tracking are discussed at attainment meetings and used to form action plans. Principal Teachers have evaluated the impact of professional reading around quality feedback through regular jotter monitoring. This shows that most learners are making progress in their learning and in the majority of cases effective feedback is given. All teachers have been involved in staff focus groups looking at HGIOS4 quality indicators within the context of Building Capacity papers. This has helped to inform School Improvement Planning and increased staff awareness of national expectations. **Many activities from the annual Quality Assurance calendar were evaluated which has informed knowledge of strengths and next steps. This has included familiarisation with SNSA data and how it informs reporting and learning and teaching. Staff views have been collated through a questionnaire in addition to focus groups. Pupil and parent questionnaires have been compiled and are ready to be implemented. CfE data and predictions are used to inform self-evaluation.** Numeracy assessments for Early, First and Second level have been created ready for implementation either at the end of this session or early next session. These will help to inform achievement of level judgements and track and monitor learner progress throughout a level. Our whole school grammar progression has been revised to take cognisance of the benchmarks and staff knowledge of learner needs and key misconceptions. Daily writing opportunities, where implemented, are leading to improved creativity and technical accuracy in the upper stages. Music and Dance planners have been completed across our curricular overview. Informal classroom observations show that where Charanga and associated planners have been implemented this has led to pupils developing an increased number of skills including reading musical notation and critical listening skills. The confidence of pupils within Colvend School when discussing musical terminology is worthy of note. Science planners across our curricular overview identify suitable outdoor learning and Numeracy across Learning links. Outdoor learning links are identified within our school but also into the local area. Observations illustrate that within our present context of plant growth children are enjoying taking their learning outdoors and demonstrate a natural curiosity. A successful outdoor learning day was held for all pupils at Palnackie with a focus on Technologies and problem solving. Children	Create tracking spreadsheets for Year 1. Provide opportunities for robust discussion around achievement of a level. Is it possible for all pupils to achieve Early level in June of P1? Consider how to continue to promote opportunities to reflect on learning through peer and self-evaluation. Continue to nurture and scaffold opportunities for staff to engage in whole school self-evaluation using HGIOS 4 Quality Indicators. Continue to refine, review and implement quality assurance calendar to ensure it is manageable. Utilise pupil and parent questionnaires to gain further information on stakeholder views beyond Parent Council and Pupil Council groups. Implement and evaluate assessments on an ongoing basis. Identify appropriate opportunities for holistic assessment tasks and application of Numeracy skills as part of core learning and teaching. Ensure grammar and tools for reading/writing are implemented at an appropriate level for all learners. Continue to implement approaches to daily writing in the upper stages. Consider opportunities for daily writing early in P.1, these must be at an appropriate level and suitably engaging. Continue to implement Music and Dance planning into practice. Complete Drama planning and incorporate into the curricular overview. Continue to promote outdoor learning as part of STEM.

worked well together, solved a range of design challenges and experienced success.

Teaching and Non-teaching staff have an increased knowledge and understanding of Excellence and Equity through In-Service training. They have an overview of our literacy, numeracy and health and wellbeing interventions. We have continued to implement our Literacy and Health and Wellbeing Interventions. New developments for this session have been staff Lego Therapy training and Five Minute Box 2. PEF profiles have been created which allow for more thorough identification and on-going evaluation of needs. Initial scrutiny of profiles suggest there is further need to develop staff knowledge and skill around impact.

Develop Numeracy interventions and approaches including problem solving, Maths Recovery/Developing Number Knowledge, Number Talks and Think Boards.
Support staff skill and confidence in monitoring impact of interventions.
Ensure Read, Write, Inc and Numicon are being utilised within Palnackie in particular.
Consider how to raise attainment for boys.

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?**

Please see green text in sections above:
- One of our identified children attracting PEF funding is now working at expected/above expected levels.
- Five Minute Box and Lego Therapy interventions have a particularly positive approach within Kirkgunzeon School.
- PEF profiles demonstrate progress made by individuals, however there is further work to do using tracking spreadsheets and SNSA data in identifying extent to which the poverty related gap is closing. Data would suggest that whilst the poverty gap is significant within the partnership, gender is another key factor in reducing inequality with boys performing less well than their female peers across Literacy and Numeracy. A focus for further consideration would be improving diet and physical activity for some children.
- Ongoing challenges this session have included identification of children attracting PEF funding, as the figures were based on previous cohorts. Within Colvend we have four pupils who receive free school meals yet receive no PEF funding, this level is higher than Kirkgunzeon who received almost £5000. Our PEF funded Learning Assistant commenced maternity leave in March 2019 and due to funding availability was unable to be replaced.

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.*	• Additional time given on a regular basis by HT to work with pupils on developing our school vision, values and aims. • Staff given the responsibility of developing the Eco-Council and Pupil Council groups with office bearers, plan of action… • HT and PTs meet regularly to discuss PEF and changes required within schools to cater for the needs of pupils in this group as well as regular adaptations LA timetables. • All HT and PT meetings allow for PT feedback to appropriate staff on discussion points and next steps for change in their classes/ or with individual pupils. • Relationships between staff and pupils continues to be very positive. • Staff opinions and suggestions for improvement are always considered. • Raising attainment strategies continue to be introduced and developed , particularly through PEF and individual needs— 5 minute box, Let's Move On, Numicon, Read, write, inc… • Staff continue to develop an understanding of their role in self-evaluation whether as in a management role or CT, all have a valid contribution to make. • Progress with school improvement is shared monthly on newsletters.	• Continue to promote involvement with values. • Continue annual surveys with all stakeholders to plan future change. • Ensure all staff have an awareness of annual self-evaluation (Quality Assurance Calendar). • Develop staff and parental engagement with HGIOS 4. • Consider wall displays which detail journey through improvement plan. • Encourage staff reference to HGIOS 4 links through engagement with SIP.	3 6

	• The strengths in leadership have a positive impact on the school's supportive ethos and what it wants to achieve. • Staff are committed to the school's vision, values and aim. Staff work well to work together as a team to ensure the vision, values and aims are lived by the school community • The HT ensures that the climate and systems afford staff opportunities to influence change, and build leadership capacity across the school community (give examples) • A significant number of initiatives are in place across the school to improve learners' experiences and outcomes (school trips linked to curriculum/topic work, Science and technology input, partnership days, outdoor learning opportunities. Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work • We continually reflect on and develop our practice taking into account our self-evaluation and vision for continuous improvement • We have some strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school (give examples)	• Staff across the school feel ownership of and are committed to the vision. They now need to make greater reference to the values in their everyday work with the children so that impact is more meaningful • All staff need to continue to identify and develop a raising attainment strategy and clearly identify what the attainment gaps are and how they will plan to address these • Staff should continue to undertake surveys on areas such as learning and teaching to use as evaluative evidence to implement improvements in these areas	4
	• Almost all staff are aware of the improvement objectives and actively engage with the improvement plan. • Most staff have an enhanced understanding of socio-economic factors which impact on our school communities. • Teaching staff work well together to initiate change and improvement priorities are underpinned by evidence. • All members of the leadership team (HT, PTs)	• Further implementation of vision, values and aims statements to inform decision making. • Ensure the pace of change is manageable and sustainable long term. • Consistent promotion of equity and social justice across all classes. • Encourage further opportunities for practitioner enquiry across all teaching staff. • Raise staff awareness of evaluating impact and ensure a variety of stakeholders are	4

	and CTs have been involved in leading change. • All all staff embrace opportunities to work collegiately and engage readily in professional dialogue and sharing of resources. • Most staff demonstrate a good ability to respond appropriately to change. • Almost all staff are showing initiative to take ownership of improvement objectives and lead development.	involved in the process. • Develop consistent strategies to monitor and evaluate the impact of our improvement objectives and on-going development.	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	**Learning and engagement:** • In the majority of lessons the children are actively engaged in their learning • They are eager participants, and interact well during activities within and out of the classroom • They also support one another well during group work and show skills in collaboration **Quality of teaching:** • In almost all lessons staff share the purpose of lessons through the use of learning intentions and success criteria which relate directly to what learning looks like • In most classes the teacher provides clear	**Learning and engagement:** • In some instances children need to take more responsibility for leading learning • Digital technology could be used more effectively • Children need more opportunities to respond to technology **Quality of teaching:** • Children are beginning to receive better quality feedback which helps them to understand themselves better as learners	4

explanations and instructions to children regarding learning activities

- In most lessons the children are developing their skills in talking about their learning

- Children receive a range of feedback which helps them to understand themselves better as learners and is linked to success criteria

Effective use of assessment:
- Teachers are engaging with the literacy and numeracy benchmarks to support planning in progression

- Staff have taken steps towards developing more consistency in the gathering, analysis and use of assessment information

Learning and engagement:
- In majority of classes children are actively engaged in their learning.
- Interaction is evident during class activities and collaboration during group tasks is also evident.
- Positive ethos and strong pupil/ staff relationships.

Quality of teaching:
- Learning intentions and success criteria are shared.
- In most cases effective use of questioning is clear and children are given many open ended Q's allowing fuller responses.
  Feedback is becoming more effective and is more supportive to learning. (evident through jotter monitoring and observations)

Effective use of assessment:
- Teachers are engaged with the literacy and numeracy benchmarks and use them when planning and making professional judgements.
- Benchmarks have been used when planning assessment approaches
- Staff are informed with regards to SNSA results

Effective use of assessment:
- Children need to develop their 'talking' with regard to their learning targets
- Teachers need to further develop confidence in how they assess when children have achieved a level. To do this teachers are engaging in moderation opportunities on a termly basis.

Learning and engagement:
- Try to motivate the small number of children who are not fully engaged in their learning.
- Use digital technology with increasing confidence and skill.
- Provide greater opportunities to develop skills such as problem solving

Quality of teaching:
- More opportunities should be given for children to talk about their learning.
- Try to ensure that we are challenging children ~ especially the more able.

Effective use of assessment:
- Further development with assessment is required to implement new assessments and improve confidence with achievement of level judgements.
- Ensure a range of assessment approaches are used to help inform achievement of a level

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and discussions with HT during attainment meetings.

<u>**Planning, Tracking and Monitoring:**</u>
- Tracking and monitoring children's progress with termly updates into a tracking spreadsheet.
- Termly attainment meetings with HT offer opportunities to discuss individual children and track progress.
- Attainment meetings offer the opportunity to plan next steps/ intervention regarding children.

- Positive relationships are highly evident across both schools.
- Some children are eager and enthusiastic participants in their learning.
- Learners' experiences are enjoyable.
- Most staff demonstrate a good understanding of learners' needs.
- Across the classes there are examples of very good teaching and learning.
- In the upper stages learners show increasing levels of independence and are able to inform their learning.
- Most staff share the purpose of learning with pupils.
- Almost all staff make explanations and instructions clear to pupils.
- Staff are beginning to identify focused opportunities to use ICT to enhance learning and teaching.
- Almost all staff make effective use of questioning.
- The newly devised system to track learners' progress across the curriculum considers learners progress towards achievement of a level and allows for additional opportunities for additional support to be put in place.

<u>**Planning, Tracking and Monitoring:**</u>
- Continue to develop planning frameworks
- Continue to complete the tracking spreadsheet

- There is a need to develop learners' resilience in both classes.
- In some lessons there is a need to ensure appropriate pace and challenge within lessons and across the curriculum.
- Teachers are at an initial stage in affording appropriate personalisation and choice through pre-topic assessments and opportunities for specialisation. This could be further developed across both classes and at partnership level.
- There are further opportunities to develop formative assessment feedback and ensure assessment information is used consistently to inform learning and teaching in most classes.
- Continue to develop assessment and moderation as part of learning and teaching to ensure consistently high standards across classes and schools and secure teacher judgements.

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3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Almost all staff demonstrate a good knowledge of learners and their needs. • All staff complete an annual child protection refresher training and three year overview was undertaken in February 2019. • Many learners benefit from high quality learning and teaching experiences. • Almost all staff feel valued. • Almost all staff are committed to promoting positive relationships. • Most children are involved in the life of the school. • We provide good quality support to those with significant additional support needs and are beginning to consider how we evaluate impact of this. • Our most vulnerable learners are supported by caring and suitably skilled staff. • PEF profiles have been created and implemented into practice.	• Develop evidence to support the view that learners feel safe, healthy, achieving, nurtured, active, responsible, respected and included, thus tracking wellbeing. • Include a strategic wellbeing overview as part of Health and Wellbeing curriculum. • The behavior of some individuals has an impact on learning and teaching of others. • Develop approaches to restorative practice to ensure all learners feel their issues are being appropriately dealt with. • Include Anti-bullying into Positive Relationships policy. • Continue to promote equality and diversity across our varied school communities, with a particular focus on the needs of an individual. • Ensure health and wellbeing programme is directed towards issues which impact on children in the 21st century.	3
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)** • *Progress in*	• Most pupils have improved and are attaining in Literacy and Numeracy. • Identified support is in place for pupils who need it through a structured ASL timetable based on PEF and pupils needs. Implementation of this is robust. • Staff are making better use of the National Benchmarks in planning and implementation of programmes of work. • As previously, regular tracking and attainment meetings between HT and staff ensure pupil progression, using professional judgement and	• **Are our expectations too high? Pupils tend to do better in "National Tests" than we expect.** • **More regular updates in individual working documents to show progression, success and next steps.** • **Involve parents with spending of PEF** • **Ensure the pace of work matched level of expectation.** • **Maintain/increase the pace of learning**	3

communication, early language, mathematics, health and wellbeing • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	standardised test as supportive evidence. • Proud Cloud display updated regularly to share all pupil achievements. • Overall most children are achieving appropriate levels in Literacy and Numeracy, with some achieving above expectation. • Moderation is developing more reliable and consistent teacher judgements. • Tracking is leading to timely identification of need at individual, class and school levels. • Almost all children engage confidently with each other. • Learners' achievements are celebrated through awards and proud clouds which are displayed within schools. • Learners at risk of not achieving are identified with a commitment to early intervention.	**across the school.** • **Better use of a a) Learning Wall b) pupils sharing their achievements with parents/carers** • **More regular and structured pupil voice forum groups to be implemented.** • Increase pace and challenge for all through more reliable CfE predictions. (Is it possible for whole cohorts to achieve a given level all in June?) • Consider how to raise attainment with a focus on boys. • Develop clear PEF plans involving parents and pupils in their generation.	3
2.2 Curriculum: Theme 3 Learning Pathways	• Our curricular overview continues to provide breadth and application across almost all areas of the curriculum. • Learners continue to benefit from a range of experiences across the four contexts for learning as evident within end of year reports. • We continue to respond to national expectations when updating our curriculum.	• Ensure interventions are included in our curricular pathways. • Develop an approach to Drama across the curriculum. • Review Health and Wellbeing pathways to ensure there is suitable progression across key areas for assessment by ensuring learning across the four contexts are recognised. Develop staff skill and confidence in the delivery of P.E and provide appropriate resources. • Implement outdoor learning and Numeracy across learning	

	• Planning is based on Es and Os and forward plans are evaluated against the principles of curricular design. • We provide some opportunities for outdoor learning in both our local area and further afield in relation to our curricular overview. • Staff in Palnackie have been using outdoor learning more effectively to support their classwork. • Literacy is used effectively across learning in almost all classes. These skills are at an appropriately high level across many classes.	through Science, using newly generated planning overviews. • Further implementation of coding skills with appropriate progression within and across levels. • Include revised Technologies bundles into our curricular overview.
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• Learners' experiences are at the heart of our partnership working, our Parent Council's actively support such experiences through their fundraising efforts and suggestions. • Communication between parents and our school communities is regular. They are provided with monthly newsletters and three curricular newsletters/sets of learning targets each year. They also receive a summative end of year report; the format for which was designed in consultation with parents. • Most partners demonstrate a high commitment to improving outcomes for learners. • We provide opportunities for learners and staff to come together from across our school communities. • We are developing leadership at all levels within our staff groupings which is focused on learning, teaching and assessment. • P.1 information sessions are held in all schools with almost all parents attending. This has had a positive impact on learners' phonic skills. • Parents support and embrace school events. • Most parents support pupils' learning across literacy and numeracy through regular homework. • Colvend and Palnackie Schools held an information session to develop mental maths agility.	• Provide a start of year session to encourage parental engagement and confidence within target setting. • Consider the impact of homework on pupil progress. • Develop partnership days with a greater curricular/learning for sustainability focus. • Promote soft start/finish to encourage parents to come into school and share their child's learning. • Consider how to encourage involvement with information sessions which are focused on learning and teaching. • Develop parental confidence through the sharing of positive relationships policies which focus on nurture and restorative approaches.

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 **To develop a coherent and progressive programme for Health and Wellbeing across the four contexts for learning.** **NIF Priority** Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive destinations. **NIF Driver** - Teacher professionalism, - School Improvement. **HGIOS?4 / HGIOELC Qis** 2.2 Curriculum, 2.3 Learning, Teaching, Assessment, 3.1 Ensuring Equity, Inclusion and Wellbeing.	To ensure all learners benefit from a coherent and progressive programme in Health and Wellbeing across the four contexts for learning.	Consider aspects of health and wellbeing which are delivered as part of the work, life and ethos of the school. Use these/themed weeks to create an annual/three yearly calendar with a particular focus on learning for sustainability. Bundle remaining Experiences and Outcomes and review within curricular overview. Ensure suitable learning, teaching and assessment for identified bundles.	**Lead Person: Sarah Turnbull,** **Time Allocations:** **3x PT development afternoons (August/September) to create calendar** (Completion date: October 19) **1 x In-Service day working group led by Sarah Turnbull.** (Completion date: End of August In-Service) **3 x collegiate sessions (Term 1, 2 and 3) to devise termly planners in stage groups.** (Completion date: Planners to be complete ready for implementation that term.)
	To ensure learners benefit from 2 hours of high quality Physical Education.	Devise an approach to support the delivery of Physical Education ensuring learners have their entitlement to two hours high quality physical education, across the three yearly cycle of our curricular overview.	**1 x In-Service day working group (August) led by Sarah Turnbull.**
	To develop staff skill and confidence in the delivery of Physical Education.	Encourage Professional Learning opportunities to support staff skill and confidence in the delivery of the Health and Wellbeing curriculum.	**ST to identify PL needs of staff based on curricular overview.** (Completion date: End of August) **Calendar of PL activities/opportunities to be identified by HT and circulated to staff.** (Completion date: End of Term 1)

	To review approaches to promoting positive relationships with a particular focus on Nurture, Restorative approaches and Anti-bullying guidance.	Provide Professional Learning activities for all staff around Nurture, ACES/Trauma and Restorative approaches. Create a partnership positive relationships policy taking consideration of staff, pupil and parent views.	**As above** **Lead Persons: Pauline Bell and Kay Miller** **4x PT Development Afternoons Term 1 into Term 2** **Completion Date: End of Term 2**
School Priority 2 **To improve experiences and attainment across literacy and Numeracy.** **NIF Priority** Improvement in attainment particularly literacy and numeracy. Improvement in employability skills. **NIF Driver** - Teacher professionalism, - Assessment of Children's Progress, - School Improvement, - Performance Information. **HGIOS?4 / HGIOELC Qis** **2.2 Curriculum,** **2.3 Learning, Teaching, Assessment,** **2.4 Personalised Support,** **3.2 Raising Attainment & Achievement.**	To fully implement an approach to support the delivery of 1+2 modern languages throughout the primary curriculum. To build a progressive curricular experience to support the delivery of L2 (French) across the curricular overview. To consider our approach to the delivery of L3 (Spanish) in upper primary. To ensure all learners are supported to achieve their potential in Numeracy.	Fully understand requirements to successfully implement 1+2 modern languages. Familiarisation with Dumfries and Galloway Council French resources. Audit of existing practice. Plan delivery of French across the three yearly cycle. Familiarisation with Dumfries and Galloway Council Spanish resources. Collaboration with staff at Dalbeattie Primary. Plan delivery of Spanish across the three yearly cycle. Provide maths recovery training for lower school staff. Implement approaches alongside Developing Number knowledge training.	**Lead Person: Pauline Bell** **Time Allocations: PT development afternoon for professional reading and devising a timeline.** **(Completion date: January 2020)** **Time Allocations: 2x Management afternoons followed by collegiate session to share plan/resources.** **(Completion date: End of February 2020)** **Time Allocations: 2x Management afternoons followed by upper school collegiate session to share plan/resources.** **(Completion date: End of Term 3)** **Lead Person: HT** **Time Allocations: 2 x In-Service days Maths Recovery (lower school staff), follow up through professional dialogue on a termly basis using management time.** **LA time to create resources.** **(Completion date: On-going implementation throughout session).**

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		Familiarise with Numicon and Number box interventions.	**Time Allocation: January In-Service. (More formal implementation from term 3 onwards).**
		Investigate opportunities to develop collaborative learning/HOTs into Numeracy through Number Talks and Think Boards.	**Time Allocation: 2 x collegiate sessions (term 2). (Implementation term 2 onwards throughout the session).**
		Promote positive maths mindsets by implementing superheroes and learning pit into practice.	**Time Allocation: 1x collegiate session (term 1). (On-going implementation and review throughout the session).**
	To implement literacy support and assessment materials to ensure learners benefit from appropriate pace and challenge in their learning.	Revisit Writing assessment grids and grammar overview implementing into practice.	**Time Allocation: 1x collegiate session (term 1) then review in term 4 (formally). Staff have indicated resourcing of this may be a focus for In-Set, this will be reviewed. (Implementation throughout school year).**
	To consider opportunities to develop learners' independence in the lower stages across literacy and numeracy.	Consider how to develop active, engaged learning in the lower stages (staff focus group). Provide opportunities for peer assessment to share practice across schools. Access professional reading around active learning. Identify resources to support active, engaged learning. Implement resources into practice and evaluate impact on engagement (Leuven scale) and through standardised assessment.	**Lead Person: Barbara Valentine/Kay Miller Time Allocation: Number of management sessions term 1/2. Collegiate Session: Term 2 and Term 3. (Implementation throughout school year).**

School Priority 3 **To support parental engagement with learning and teaching.** **NIF Priority** Improvement in attainment particularly literacy and numeracy. Closing the attainment gap between most and least disadvantaged children. **NIF Driver** - Assessment of Children's Progress, - Parental Engagement, - School Improvement, - Performance Information. **HGIOS?4 / HGIOELC QIs** **2.5 Family Learning,** **2.7 Partnerships.** **3.2 Raising A**	To review and expand approaches to parental engagement with learning.	Self-evaluation against HGIOS. Parent focus groups. Devise and implement a plan to support parental engagement with learning and teaching. Provide parental guidance to support learning and teaching. Review and Revise our approaches to homework.	**Lead Person: PT (to be identified)** **Time Allocation: Number of management sessions throughout Terms 3 and 4 (to be identified based on findings of self-evaluation and resulting action plan.)** **Completion Date: Likely to extend into session 2020/21.**

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