

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

School: Hoddom, Hottsbridge and Eaglesfield

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Vision

At Hoddam, Hottsbridge and Eaglesfield Primary Schools, we work with partners to create a nurturing school of learning, where challenge is embraced, confidence is grown, successes are celebrated and pupils are prepared for life.

Values

Achievement

Ambition

Confidence

Contribution

Happiness

Growth

Integrity

Positivity

Our aims

We work together to promote aspiration, attainment, personal development and a love of learning, by working with children to:

- create an inclusive, tolerant, supportive and respectful school community where the uniqueness of everyone is valued and celebrated.

- become confident individuals who work and try hard to help ourselves and others as we gain knowledge of our place in the world around us.
- have a “can-do” attitude and know that we will work together to achieve whatever we set out to inside and outside of school.
- look after body, mind and spirit to promote wellbeing and self worth.
- be curious, enquiring, lifelong learners who always strive to do our best in order to achieve success.
- gain transferrable skills that we will need in the future.
- protect nature and our environment for the benefit of everyone now and in the future.

Review Date: Dec 2021

Review Activities (as appropriate)

Looking inward and looking outward – considered themes which were explored during previous self evaluation for School Rationale. Categorised themes into academic aims, life aims, health aims, self worth, social aims and citizenship aims. Themes linked to HGIOS 4 and HGIOELCC QI 2.2 Curriculum QI 2.3 Teaching Learning and Assessment QI 3.1 Ensuring Wellbeing, Equality and QI 3.2 Raising Attainment and Achievement.

Looking inward - conducted audit of parent/pupil and staff priorities Collated information to inform shared vision representing whole school community. Conducted audit of parent/pupil and staff values – collated information and ranked responses. Considered the changes that were apparent through interrogation of the data to inform school statement.

Looking forward - the ethos of the school is now more forward thinking and this is communicated through the slogan – Creating Futures. Children from the upper classes in the partnership further explored their understanding of this through creating illustrations of what this slogan means to them.

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 <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>Raising Attainment in modern languages and numeracy</p> <p>NIF Priority Raising attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Assessment of Children's Progress. (Trends in improvement over time)</p> <p>School Improvement (Success in raising attainment and achievement for all children)</p> <p>HGIOS4 / HGIOELC QIs (Self evaluation 1.1/Teaching Learning and Assessment 2.3/Raising attainment 3.2)</p>	<p>Modern Languages</p> <ul style="list-style-type: none"> • Staff worked collegiately to evaluate strategic approaches from pilot projects from across Scotland. • This work informed collegiate planning for Modern Languages week: w/c 13th May 2019 • Some staff have focused on modern language professional development as part of their commitment to continuous professional development. • Pupils have responded positively to lessons which have been collegiately planned – French P1-4 French café and Spanish P5-7 virtual Spanish holiday. • Interactive French display in 2 partnership schools which children use. <p>Maths Programme of Study incorporating Bench Marks</p> <ul style="list-style-type: none"> • Staff consulted practice and principles papers to ensure understanding of the core components of the mathematics programme of study. • Staff consulted school rationale and curriculum rationale to ensure school values maintained in maths programme of study e.g. develop curiosity (in the context of number) • Staff used existing topics to provide options for contextualized mathematical learning for all pupils. 	<ul style="list-style-type: none"> • Staff have committed to Nancy Metz exchange to extend knowledge of French language and establish collegiate networks which can support the delivery of French language across our partnership. • Staff self evaluation • Pupil self evaluation • Discuss options to extend interactive display where display space is very limited. <ul style="list-style-type: none"> • Embed the new maths programme of study • Support staff to monitor and moderate progress against the benchmarks • Staff to use the CfE overview to provide learners with opportunities to apply maths in real life contexts.

- E.g. 2D/3D shape in context of product design and money is context of fair-trade or tourism
- Qualitative self evaluation shows that pupils are unfamiliar with the term benchmarks

PEF funded family learning

Infant Classes

- Staff consultation –focus Read Write Count Initiative due to opportunity to work with colleagues from Scottish Literacy Trust and stimulating resources available.
- Timetabled class release for collegiate consultation with Scottish Literacy Trust Read Write Count rep and collegiate planning for family learning event.
- All children benefited from learning mathematics and language skills with peers of the same age and older.
- Most children benefited from shared learning experiences with an adult.
- Qualitative verbal feedback from adults who attended was positive. E.g.

Upper Classes

- Staff consultation – focus Blogging – linking literacy to digital learning opportunities.
- Collegiate discussion/exploration of blogs
- Collegiate approach to working with target group of interested children to investigate needs/wants/ideas.
- Blog created by upper school staff.
- Safe use of internet focus (in real context)
Administration protocol – all posting authorized by staff.
- Literacy standards compatible with school expectations.
- Blogging launch – invited parents
- Partnership Child line talk for parents – Thursday 9th May 2019.

- Consider and action middle school initiatives in consultation with staff/parents and pupils.
- Extend blogging knowledge/understanding and pedagogy with new staff and new P7's
- Help sheet planned for pupils and adults at home.
- Help sheet to be piloted with parents.

	<p>Numicon Professional Development</p> <ul style="list-style-type: none"> • Almost all staff attended stage appropriate professional learning opportunity: Numicon • All partnership schools have purchased Numicon teaching materials and Numicon resources for children to value of £400. • All staff in the primary setting and nursery are making use of Numicon to support learning. • Some staff are working collegially to facilitate peer support in mathematical knowledge acquisition. • Most older pupils who use Numicon with younger pupils are demonstrating the use of clear mathematical language • Most pupils are enjoying exploring mathematical concepts with concrete materials. <p>Catch Up Numeracy</p> <ul style="list-style-type: none"> • Two teaching members of staff and 2 additional support members of staff attended Catch Up Numeracy training. • Targeted pupils completed standardised baseline assessment: Oct 18 • Targeted pupils will complete standardised final assessment: June 19 • Almost all targeted pupils state that the programme has raised levels of confidence and that they have benefited from individual support. • PEF lead teacher has been providing ASLA staff with guidance and support. • Despite support ASLA staff have found delivery of Catch Up challenging: 	<ul style="list-style-type: none"> • Provide opportunities for staff to plan Numicon use collegiately. • Consider ways of resourcing Numicon home bags for P1 pupils. <ul style="list-style-type: none"> • PEF Lead to complete Catch Up Numeracy training. • Investigate collegiate opportunities to increase confidence of ALSA staff in the delivery of Catch Up numeracy.
<p>School Priority 2 Use of digital technology to support learning.</p> <p>NIF Priority Improvement in employability skills and sustained positive</p>	<ul style="list-style-type: none"> • All schools have purchased Lego WeDo and bluetooth dongles to teach and application of coding :age appropriate for P1 – P7. • Hottsbridge Primary have purchased Lego Mindstorm to extend learning for upper stages. • All staff have attended collegiate development 	<p>Extend teaching and learning opportunities for all pupils with Lego WeDo. Continue to liaise with Raise Team: supporting pedagogy where need identified. Encourage parental participation through school blog. Consider alternatives which promote</p>

<p>school leaver destinations for all young people.</p> <p>NIF Driver School Improvement (overall progress with key priorities at school/local or national level) Teacher Professionalism(Impact of collegiate working on progress and achievement)</p> <p>HGIOS4 / HGIOELC QIs 3.3 increasing creativity and employability. 3.2 Raising attainment and achievement (equity for all learners) 2.2 Curriculum</p>	<p>instruction in application of Lego We Do.</p> <ul style="list-style-type: none"> • Staff from Eaglesfield and Hottsbridge have used materials with pupils during Masterclasses. • Qualitative self evaluation indicates that almost all pupils have enjoyed working with Lego WeDo. • Self evaluation demonstrates all staff who attended CPD have confidence levels of 5 or above out of 10 with delivery of Lego We Do. • ICT “champions” identified as “go to” staff for advice and support. • Supported by the Raise Team, some staff have worked with p234 to introduce greenscreen – created information broadcast for parents to inform them about the Accelerated Reading Programme. • Principal Teachers are working with upper school pupils to maintain individual school blogs. 	<p>parental participation where families do not have internet access.</p>
<p>School Priority 3 Understand and develop Nurturing Ethos throughout partnership</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.1 Self-evaluation for self-improvement. 2.1 Safeguarding and child protection, 2.7 partnerships 3.1 Improving</p>	<ul style="list-style-type: none"> • Qualitative self evaluation: most staff feel that a nurturing ethos is embedded throughout the schools within the partnership. • All staff have introduced nurturing initiatives into their classrooms in consultation with pupils. • Developing resilience quantitative self evaluation interim results; shows a 3% improvement in positive responses across 7 indicators. • Learning conversations with pupils demonstrates that pupils are able to discuss the values of nurture. The language of “not yet” is used in all classrooms. • Some planned professional learning activities have not been undertaken due to time constraints: brain stress and trauma and environment as a safe base. • Religious Observance assemblies with local deacon which support nurture; myself/family/friends/community. • Qualitative self evaluation: most staff feel that greater parental involvement in nurture would further embed a 	<p>Ensure new staff are understand and apply the nurturing ethos that we are developing. Continue to embed the “not yet” language of a growth mindset. Work with colleagues to consider ways of extending the nurturing ethos by working with the wider community.</p>

<p>wellbeing, equality and inclusion, 3.2 Raising attainment and achievement.</p>	<p>nurturing ethos throughout the school.</p> <ul style="list-style-type: none"> • Nursery careplans reviewed by nursery staff. All nursery staff are familiar with and contribute to careplans. • Some nursery staff attended cluster meetings regarding care standards. • All nursery staff completed Duty of Candor Training as per the SSSC. All nursery staff have a raised awareness of the importance of integrity and this is having a positive impact on transparency with information sharing with parents and carers. 	<p>Careplans continue to be working documents and will continue to evolve over time. All staff will be responsive to the changing educational landscape and GIRFEC priorities.</p>
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • All school staff are committed to building on successes from 17 18. • Purchased PEF lead for 1 day per week to oversee learning support initiatives across the partnership. • Purchased additional learning support hours X 15 per week to provide direct planned interventions in literacy and numeracy with targeted individuals. • PEF lead involved in direct communication/advice/support with parents/additional support for learning assistants, additional support for learning teacher and class teachers • Professional learning opportunities – all staff Numicon training (Feb Inset) and Fastlane professional development (Jan 19) • Standardised assessment provides rigorous data about attainment gains. • Professional learning opportunities are available across our partnership. • EEF toolkit informed staff of expected benefits and expenditure of targeted intervention. • Targeted support initiatives: Literacy - Closing the Literacy Gap/Fastlane/TLQ • Provided 3 8 week cycles of Closing the Literacy Gap/Fastlane (21 targeted pupils – all pupils have made gains on standardised York assessment) • Provided 1 20 week cycle of Catch Up Numeracy 4 – (data collection June 19) • Provided infant and nursery 20 week cycle of TLQ(2 targeted pupils at Eaglesfield/4 targeted pupils at Hoddon Nursery – data collection June 19) • Attainment gap • Targeted support initiatives: Numeracy – Catch Up Numeracy/Numicon training • Targeted support initiatives: HWB – professional learning/transformational change in school culture and ethos/rainbow room (nurture) SMART targets identified providing measurable progress. • Staff have engaged in professional learning to promote a culture of challenge and support in our partnership schools for all pupils. Targeted support is provided for children with identified needs. Ethos of FAIL – First Attempt in Learning and “not yet”. • School Improvement success day – April 2019 – facilitated by slt and pupils – interviewing parents – 	

	<p>gathering data about current initiatives and next steps.</p> <ul style="list-style-type: none">• Parental engagement and positive feedback: in comments/compliments/complaints book.
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<p><i>monitoring.</i></p>	<ul style="list-style-type: none"> • Strong relationships are evident between teachers and children. There is a supportive atmosphere where everyone is respectful and respected. Evidence in comments/complements/concerns book which is in each office in each partnership school. • Overall the quality of teaching and learning in school is good. Learning Intentions and Success Criteria are shared/created with pupils • There is a need for more robust tracking of data in numeracy. • The Majority of children achieve CfE levels within expected timescales. • Looking Inwards – staff worked collegiately to adjust the assessment calendar and three timetabled holistic assessments feature on the assessment calendar • Self evaluation demonstrates that children are not aware of benchmarks. • Resources need to be streamlined to retain only those which are currently in use. 		
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Robust data demonstrates the use of Pupil Equity Funding is making a positive impact on attainment. All pupils with literacy targets have made measurable gains on standardised assessment. Final assessment data for catchup numeracy and tlq will be available in June 2019. Mid term formative assessment indicates are that pupils are becoming more confident with number and number systems and listening and communicating. • Nurture Ethos is beginning to be embedded in school culture. Most children are able to explain what nurture means for them. 	<ul style="list-style-type: none"> • Pupils self evaluation using HGIOURS tool identified specific areas for potential development <ul style="list-style-type: none"> ○ GIRFEC wheel knowledge and understanding ○ Playground – being respectful and respected ○ Disabilities – impact on the individual ○ Keeping school neat and tidy. 	<p>4</p>
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> 	<ul style="list-style-type: none"> • School staff have termly attainment meeting where staff predict achievement in expected levels of literacy and numeracy. • Children who have additional support needs are identified and targeted intervention planned either by class teacher/aslt or PEF lead teacher in conjunction with Senior 	<p>School needs to conduct planned self evaluation of interventions for those children who are disadvantaged through lack of wider opportunity rather than failure to attain. Professional dialogue to support knowledge and understanding of SNSA attainment levels.</p>	<p>4/5</p>

<ul style="list-style-type: none"> • Overall quality of learners' achievement • Equity for all learners <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • 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 	<p>Management team.</p> <ul style="list-style-type: none"> • Staff have school/cluster and regional moderation opportunities. • Staff have the opportunity to observe teaching and learning practice in an annual in partnership moderation initiative. • Success is celebrated through golden book/assemblies/sports trophies/effort trophies and achievement in the wider community. • School has a very good understanding of the socio-economic climate of the local community. • School identified pupils at risk of not achieving and provides targeted support. Baseline and final summative assessment provides accurate and robust data about progress. • All staff have engaged with relevant SNSA data. In general this has confirmed teacher professional judgement of attainment of a level. • Planned moderation of sample of data relating to Curriculum for Excellence Local Authority returns (P1, P4, P7 in June 2019). • School communicates directly with almost all parents following targeted support. Where direct communication is not available, written reports in the form of celebration certificates are sent home. 		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • Revision of school vision, values and aims leading to creation of partnership School Rationale. School Rationale launched during February Learning Conversation evenings. • Masterclasses are evident throughout the partnership. This year, staff from Eaglesfield and Hottsbridge have worked together to provide a wider range of opportunities for their pupils than they could offer in a single setting. • Maths curriculum development involved all teaching staff from across the partnership • Maths curriculum development focused on improving planning materials for mental maths and contextualized maths. • School subscriptions of digital literacy 	<p>Data analysis from Self evaluation tools – all schools. Embed new format for maths planners. Evaluate impact of digital maths format to demonstrate impact.</p>	

	<p>platforms are supporting the acquisition of mental maths skills and strategies.</p> <ul style="list-style-type: none"> • Where possible children accessing websites at home. 	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<ul style="list-style-type: none"> • Parents are encouraged to be involved with their child’s learning. Parents are invited into school three times per year: Meet the teacher (term 1) and Learning Conversations (term 2 and 3) Formal reports are sent home in term 4. • Learning conversation templates redesigned to incorporate children’s feedback from 17 18 – added effort, behaviour, homework • Targets are sent home 3 times per year in Personal Learning Plans and parents are encouraged to discuss targets with their child. • School is working with partners to provide family learning opportunities such as phonics/read write count/blogging/internet safety advice. • School is consulting parents about further opportunities for parent workshops through Parent Council. • PEF lead communicates directly with pupils who are beginning targeted support to explain the supportive role of parent/carer. • 	<p>Self evaluation with parents indicates that parents are keen to be involved in school life which directly involves seeing/sharing and working with their children. This ethos needs to be continually developed.</p> <p>Further development of School Success Day to build on successes from 18 19.</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>School Priority 1 Raising Attainment in numeracy/literacy/modern language (French)</p> <p>NIF Priority Raising attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Assessment of Children's Progress. (Trends in improvement over time)</p> <p>School Improvement (Success in raising attainment and achievement for all children)</p> <p>HGIOS4 / HGIOELC QIs (Self evaluation 1.1/Teaching Learning and Assessment 2.3/Raising attainment 3.2)</p>	<p>All learners will benefit from maths lessons which use concrete materials to support, knowledge and understanding of mathematical concepts. Most Nursery children will benefit from learning about number and playing with numicon with their parents.</p>	<p>Qualitative self evaluation (staff) relating to confidence levels – likeart scale with descriptive definitions. Discuss possible methods for demonstrating impact with pupils knowledge and understanding.</p> <p>Looking inwards. Staff consult school Rationale and curriculum rationale and policy and practice documents.</p> <p>Looking Outwards Staff consult learning and teaching aid manuals.</p> <p>Looking Forwards Staff consultation to agree focus areas from maths organizers.</p> <p>Collegiate Planning Staff plan L&T experiences using Numicon resources.</p> <p>Delivery of lessons. Explicit plenary discussion about the benefits from the pupil perspective and exit card. (pupil self evaluation at end of series of lessons).</p> <p>Consider purchase of additional numicon resources in consultation with</p>	<p>Lead Staff - HT</p> <p>5X1 hour development sessions. across academic year.</p> <p>Work to be completed by May 2020.</p>

	<p>Targeted individuals will benefit from use individual learning programmes delivered through Clicker Software.</p> <p>Most children will benefit from Family Learning Workshops which support parental involvement.</p>	<p>staff and audit of need.</p> <p>Qualitative self evaluation (staff) – relating to confidence levels – likeart scale with descriptive definitions.</p> <p>Looking Outwards – Professional development ALSA staff and PEF lead Teacher in Clicker use. PEF funding.</p> <p>Looking Inward - Professional attainment discussion to identify support needs of learners.</p> <p>Looking outwards - Planned parental discussion/input</p> <p>Purchase Clicker software package. PEF funding.</p> <p>Baseline attainment data collected: targeted individuals.</p> <p>Planned programme of study delivered</p> <p>Final attainment data collected: targeted individuals.</p> <p>Looking outwards – planned feedback/discussion with parents.</p> <p>Looking inwards – self evaluation – current provision.</p> <p>Looking outwards – consultation with parents/pupils - What support/information would be beneficial for you as parents/learners? Consultation with parents about practical arrangements – availability (best times)</p> <p>Collegiate planning of workshop PEF funding</p>	<p>Lead Staff – PEF lead ASLA staff ½ day training during August Inset Initial training to be completed by Aug 19 Delivery will be need led.</p> <p>Lead Staff - HT ½ day per staff member to plan PEF funding = 4 days supply staffing. Work to be completed by March 2020.</p>
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	<p>Almost all children will benefit from making links with partner schools in Nancy Metz.</p> <p>Almost all staff will benefit from support from professional learning undertaken by Nursery staff in communication. Additional knowledge, understanding and skill will have a positive impact on HWB of children in literacy attainment in the classroom indirectly.</p>	<p>GROW model Goals Reality Opportunities We will.</p> <p>Delivery of workshops</p> <p>Self evaluation pupils and parents with feedback sheet – What went well? How can we improve?</p> <p>Looking Outwards – Identified staff to visit Nancy Metz as part of the Erasmus initiative. Sharing of experiences with whole school staff.</p> <p>Looking Inwards – self evaluation – current provision. Consult and decide Audit focus to demonstrate knowledge and understanding.</p> <p>Looking forward – collegiate planning – working with partners from Nancy Metz schools.</p> <p>Looking inwards – self evaluation – final provision. Final audit of knowledge and understanding.</p> <p>Looking inwards – qualitative self evaluation – confidence levels of current school staff.</p> <p>Looking outwards – professional learning supported by SLT colleagues</p> <p>Looking forward – constructing and sharing accessible model and expertise</p> <p>Looking inwards – final qualitative self evaluation – confidence levels of current school staff and semi structured</p>	<p>Lead staff : Identified staff visiting Nancy Metz.</p> <p>5 hours development sessions. across academic year.</p> <p>Work to be completed by May 2020.</p> <p>10 hours development sessions – across academic year. Feedback at whole partnership meetings.</p>
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		interview to gain pupil perceptions.	
<p>School Priority 2 Use of digital technology to support learning.</p> <p>NIF Priority Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> <p>NIF Driver School Improvement (overall progress with key priorities at school/local or national level) Teacher Professionalism (Impact of collegiate working on progress and achievement)</p> <p>HGIOS4 / HGIOELC QIs 3.3 increasing creativity and employability. 3.2 Raising attainment and achievement (equity for all learners) 2.2 Curriculum</p> <p>NIF Priority</p>	<p>All pupils will benefit from staff professional development with digital literacy software.</p> <p>All nursery pupils will benefit from exploring technology in the nursery setting e.g. exploring the world about me using an electronic microscope.</p>	<p>Looking inwards – using data from self evaluation tool March 2019. Consultation with staff and pupils about next steps in professional learning for staff.</p> <p>Looking outwards – working with partners e.g. Raise Team to facilitate professional learning.</p> <p>Looking forwards – collegiate discussion/planning to implement software use with/by pupils.</p> <p>Engaging the wider community – celebration of learning event.</p> <p>Looking inwards – Final self evaluation.</p> <p>Looking Inwards – audit of need within nursery setting.</p> <p>Looking outwards – working with partners to explore technologies which are available</p> <p>Looking forward – planning and delivering experiences with hardware/software.</p>	<p>Lead Staff - HT</p> <p>5 hours development sessions. across academic year.</p> <p>Work to be completed by Dec 19.</p>

<p>NIF Driver</p> <p>HGIOS?4 / HGIOELC QIs</p>		<p>Looking inwards – qualitative self evaluation of impact Learning conversation with pupils – demonstrating accessing technology of choice.</p>	
<p>School Priority 3 Understand and develop Nurturing Ethos throughout partnership</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.1 Self-evaluation for self-improvement. 2.1 Safeguarding and child protection, 2.7 partnerships 3.1 Improving wellbeing, equality and inclusion, 3.2 Raising attainment and achievement.</p>	<p>All children in nursery and school will benefit from the development and implementation of local version of national policy – Respect for All</p> <p>All children in nursery, 1 school and staff will benefit from continued focus on re-enforcing the ethos of nurture across the partnership.</p>	<p>Looking outwards – attendance at Respect for all Instruction/Interpretation March 19.</p> <p>Looking inwards – initial self evaluation with major stakeholders of values and needs.</p> <p>Looking outwards – consultation with major stakeholders – content of Local Policy respect for all.</p> <p>Launch of policy – discuss process with parent council and parent forum.</p> <p>Looking inwards – self evaluation – compare with initial self evaluation June 18.</p> <p>Looking forward – decide major focus with colleagues</p> <p>Looking outwards – working with colleagues from the Inclusion team to develop and deliver nurture knowledge and understanding of NP 3 and NP4.</p> <p>Looking forward – working with colleagues to transfer focus points into classroom activities which support nurture which permeates all aspects of school.</p>	<p>Lead staff – HT Working Group – Senior Management Team.</p> <p>Time allocation from Senior Management Time</p> <p>Consultation time – staff meeting.</p> <p>Work to be completed by April 2020.</p> <p>Lead Staff - HT Senior Management Team – (pupil council) Community partners</p> <p>5 hours development sessions. across academic year.</p> <p>Work to be completed by May 2020.</p>

		Looking inwards – final self-evaluation in June 20.	
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