

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



School: Georgetown Primary School & ELCC

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*

## Vision, Values and Aims For Georgetown Primary School

School Vision Statement Georgetown Primary School **“Everyone Learning Together”**

**Aims statement:** We aim to

- provide the best quality of education for life, with the needs of our pupils at the centre of all we do.
- ensure Georgetown Primary is a place where all are active, challenged and engaged in their learning.
- equip pupils with the skills to become successful, confident and responsible contributors to the world they live in.
- encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere.
- work in partnership with parents and the wider community to provide quality experiences and outcomes for children.

**Values Statement:**

We aim to instil the following values across the education we provide;

Caring

Equality

Honesty

Learning

Respect

Responsibility

Review Date: Session 2017/18

See SIP 2018/19 for previous review details.

## 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><b>School Priority 1:</b> To have 85% of pupils achieve First and Second Level in Numeracy and Mathematics in P4 and P7 by June 2019</p> <p><b>NIF Priority</b> <i>Improvement in attainment, specifically in reading, writing and numeracy.</i></p> <p><b>NIF Driver</b> <i>Assessment of children's progress.</i> <b>Performance Information</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> <li>• New electronic planning for Numeracy was revised to encapsulate the phased assessments from Math's Recovery.</li> <li>• The planning for Mathematics was sub-divided in the different subjects within Maths to make planning simpler for staff and to track progress more readily.</li> <li>• Pupils progress continues to be tracked in 'Beyond Expectation, on Track and Below Expectation' and three points within the session and percentages recorded to track stage progress for Achievement of a Level.</li> <li>• These are reviewed at regular tracking meetings between HT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level.</li> </ul> <p>Current percentages state that Numeracy attainment in</p> <ul style="list-style-type: none"> <li>• Pr4 – end of First Level is 68.8% - Not achieved</li> <li>• P7 – end of Second level is 85% - Achieved .</li> </ul> <p><b>This data will be confirmed and updated</b></p>	<ul style="list-style-type: none"> <li>• Teachers should to continue to implement and provide feedback on electronic planning/ tracking document and amend if necessary (Engaging with Numeracy Benchmarks)</li> <li>• Continue to populate a central electronic folder /Bank of holistic assessments and engage in regular moderation of planned learning/ holistic assessments.</li> <li>• Continue with PEF programme with funded teacher implementing targeted support (in class/ withdrawing from class) for those children at risk of not attaining national benchmarks in Numeracy &amp; Literacy ~ see attached report.</li> <li>• PEF Funded teacher to offer more 'in-class' support for Closing the Numeracy ' gap training and interventions for staff.</li> </ul>

<p><b>School Priority 2:</b>  <b>To have 85% of pupils achieve First and Second level in Literacy and Language in P4 and P7 by June 2019</b></p> <p><b>NIF Priority</b>  <i>Improvement in attainment, specifically in reading, writing and numeracy.</i></p> <p><b>NIF Driver</b>  <b>Assessment of children's progress.</b>  <b>Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC? QIs:</b>  <b>2.2 Curriculum</b>  <b>2.3 Learning, Teaching and Assessment</b>  <b>3.2 Raising Attainment and Achievement</b></p>	<ul style="list-style-type: none"> <li>• New electronic planning/ tracking documents for all aspects of Literacy and Language have been introduced but need to be fully implemented.</li> <li>• School marking keys are displayed in each class in First &amp; Second level.</li> <li>• PM Benchmarking is now readily available to back up teachers' professional opinion in regards to pupil reading progress, where appropriate.</li> <li>• Pupils progress continues to be tracked in 'Beyond Expectation, on Track and Below Expectation' and three points within the session and percentages recorded to track stage progress for Achievement of a Level.</li> <li>• There is now a criterion scale for talking and listening Early to second Level</li> <li>• These are reviewed at regular tracking meetings between HT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected C.f.E Level.</li> <li>• A programme of two talks per year for moderation of Listening and Talking activities from Early – Third Level has been introduced.</li> <li>• Percentages taken from assessment data state that Literacy attainment in Pr4 – end of First Level are; <ul style="list-style-type: none"> <li>✓ <b>Reading 82% - Achieved</b></li> <li>✓ <b>Listening and Talking 93.8% - Achieved</b></li> <li>✓ <b>Writing 71.8% - Not Achieved</b></li> </ul> </li> <li>Percentages in P7 – end of Second level are; <ul style="list-style-type: none"> <li>✓ <b>Reading 78% - Achieved</b></li> <li>✓ <b>Listening and Talking 80% - Achieved</b></li> <li>✓ <b>Writing 87%- Achieved</b></li> </ul> </li> </ul> <p><b>This data will be confirmed and updated</b></p> <p><b>This data is formulated from the following sources; SNSA data, Writing assessment data, Reading tracking data, classroom assessment and teacher judgement.</b></p>	<ul style="list-style-type: none"> <li>• Teachers should continue to implement and provide feedback on electronic planning/ tracking document and amend if necessary (Engaging with Literacy Benchmarks)</li> <li>• Teachers to create a progression pathway in L&amp;T to ensure pace, depth and challenge is evident from Early to Third Level.</li> <li>• Staff to embed the criterion scale for talking and listening Early to second Level.</li> <li>• Further embed the use of Clicker 7 to small group of pupils who require assistance with Writing. Pupils across school should be targeted for this programme.</li> <li>• All staff will continue to use evidence from a variety of assessment methods including moderated holistic assessments to inform their judgement of pupil progress. (Cluster)</li> <li>• <u>All</u> staff will experience working with other colleagues in other settings to ensure continuity and progression of learning in reading. (Cluster)</li> </ul>
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<p><b>School Priority 3:</b></p> <p><b>To increase resilience and self-esteem amongst pupils and staff so that 80% of pupils feel more confident in their own abilities.</b></p> <p><b>NIF Priority</b></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p><b>NIF Driver</b></p> <p><i>Assessment of children's progress</i></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b></p> <p><b>3.1 Ensuring Wellbeing, equality and inclusion</b>  <b>3.2 Raising Attainment and Achievement</b>  <b>2.2 Curriculum</b>  <b>2.5 Family Learning</b>  <b>3.2 Securing Children's Progress</b>  <b>3.3 Developing Creativity and skills for life and Learning</b></p>	<p><b>There has been limited impact in this area of development due to staff shortage including key personnel to lead this priority. The follow was however achieved;</b></p> <ul style="list-style-type: none"> <li>• A Nurture base will be used as an ' safe/relax' zone for pupils experiencing anxiety and stress at different parts of their day. (PEF funded resources)</li> <li>• There has been an increase pupil involvement in play based learning activities through promoting outdoor play ,esp in the Early Years and Outdoor learning is now a more dominant feature in P7. This requires to be developed further with the stages in between. A Parent Council project to develop a free-flow, creative outdoor space is in the planning stages.</li> <li>• Staff completed background reading and research into adverse childhood experiences (A.C.E.S) , trauma and adversity, and building resilience. As a result staff should now be more aware of factors which impact on pupil development and their own role in creating positive, supportive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase pupil involvement in play based learning activities (Via City of Play project)</li> <li>• Re-introduce pupil self-reflection diaries based on SHANARRI</li> <li>• Create a staff group to promote wellbeing. ( Health Champion)</li> <li>• Utilise the self evaluation section of the Glasgow 'Applying Nurture As A Whole School Approach' as a Framework to support the Self-evaluation of Nurturing Approaches in School and nursery setting.</li> <li>• To introduce the Emotion Works programme across the school.</li> </ul>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><b>Remit for PEF funded post 2018/2019 was to improve attainment, 0.6 for the full year.</b></p> <ul style="list-style-type: none"> <li>• <b>Closing the Literacy Gap and Fastlane Term 1&amp;2</b> – initially training was given so the PEF teacher could consolidate the work of the ASL teacher in this area. This was carried out in Term 1&amp;2.</li> <li>• <b>TLQ Term 1-3</b> – training given, resources prepared and assessments carried out with selected P1's. A group of 5 was selected from the data and a 20week programme embarked upon. A further group of 2 was then selected to carry out the 20 week programme with an LA assessed and resources by PEF teacher. See data table in Appendix 1 for results.</li> <li>• <b>TLQ Term 4</b> - resources prepared for nursery TLQ and assessments carried out with selected pupils. A group of 5 in the morning and 3 in the afternoon were selected from the data and the programme embarked upon for the remainder of the year. It was also decided to assess and include a Primary 2 in the afternoon session creating a group of 4. 2 sessions for each group given by PEF teacher and a further 3<sup>rd</sup> session for each group given by Miss</li> </ul>	

Irving (resources and guidance provided by PEF teacher)

- **Closing the Numeracy Gap Term 3&4** – Training provided by Elaine Callendar on this pilot numeracy intervention programme. Resources made and assessments carried out, ready to start targeting individuals in Term4. 16 pupils assessed working within Phase 1-3 of the number structures part of the framework from P1-P6. 11 pupils working with PEF teacher on 1-1 basis, a further 2 working 1-1 with an LA, overseen by PEF teacher, 1 pupil not requiring the intervention and 2 others to be given 1-1 sessions later in the term if time allows. Assessments carried out pre- and post-intervention so value added can be measured.
- **Developing Number Knowledge Term 1-4** – most of the work carried out by the PEF teacher throughout the year has been focussing on number structure and strategies assessing at various points to measure progress. See Appendix 2 for an example of data taken from various pupils using various assessments.

**Other PEF Funding Uses included;**

- **Purchase of new teaching resources for STEM subjects for session 2019/2020.**
- **'Bought in ' additional staffing to support specific pupils with specific learning needs in Mainstream,QLC & Nursery.**
- **The 'Emotion Works' programme & resources were purchased for use next session – see SIP Priority 1.**
- **Additional readers (Fastlane) were purchased specifically for the use of P4-7 pupils who where reading12-18months behind their chronological age. This proved successful with a number of children.**
- **Used PEF to support pupils to participate in class trips and visits, especially residential in Hexham and York.**

**Considerations for next year**

- Use "Basic Number Screening Assessment" pre- and post-intervention to obtain standardised scores
- Develop the use of Closing the Numeracy Gap for phases 4&5 within the school.
- Continue the rest of nursery TLQ programme with selected pupils when in Primary 1.
- Be proactive in sharing Developing Number Knowledge pedagogy with colleagues across the school by working alongside staff to develop their own knowledge & confidence.
- Continue to target specific pupils for interventions such as Fastlane readers.

## 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
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Though working at reduced capacity, the SMT are committed to change and continuous improvement in Learning and teaching to promote the best outcomes or pupils.</li> <li>• They actively encourage staff to change, adapt and improve their practice. This has led to some staff at all levels taking responsibility to make change. They take the lead on various developments and additional responsibility for Learning e.g. Early Years Play &amp; Outdoor Learning, Sharing Learning via2Build-a-Profile, Parent Share, Numeracy, Intervention training , World of Work week, , Digital literacy, new planning formats development, etc.</li> <li>• All staff are committed and keen to improve practice to provide the best for the children in their classes.</li> <li>• Some staff have been involved in leading change across the school and at cluster, authority and national level.</li> <li>• Monitoring and evaluating through professional dialogue, observations, attainment meetings, analysis of the range of information about a child inform decision making. Minutes are maintained for staff meetings, Pupil and Parent Council meetings. Learning conversations take place twice a year.</li> <li>• The SMT are aware there is scope to further develop parental engagement in children's learning.</li> <li>• <b>There will be a new SMT in place from August 2019.</b></li> </ul>	<p>Further develop the role of Parents as Partners in Learning ( Involvement and engagement Toolkit)</p> <p>Further involve parents in self-evaluation processes and school decisions via consultation sessions and electronic questionnaires.</p> <p>Encourage staff to 'Look outwards' to further improve developments and practice.</p> <p>To further build staff confidence and capacity in taking on leadership roles within and across schools via Numeracy, Literacy &amp; HWB developments.</p>	<h1>4</h1>
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils across mainstream, QLC and Nursery contribute effectively to the life of the school and wider community in a range of well-planned activities.</li> <li>• The ethos and culture of Georgetown demonstrates a strong commitment to children's rights. Relationships are positive throughout.</li> <li>• Across all sectors almost all staff expectations of pupils' achievement, attainment and behaviour is high.</li> <li>• The importance of praise as a motivating and positive aspect of school life is well understood and is reinforced via house points, dojo points, Gold awards cards, Achievement postcards, in class rewards. Recognition of achievements permeates all aspects of</li> </ul>	<p>Provide more Learners the opportunity to exercise choice( including the appropriate use of digital technology) and take increasing responsibility as they become more independent in their learning.</p> <p><b>Consider the value of attaining 'Rights Respecting Schools' status.</b></p> <p>Further focus on deeper understanding of achievement of a level is required.</p>	<h1>4</h1>

<p><i>monitoring.</i></p>	<p>the life of the school and are celebrated. The majority of pupils have high expectations of themselves and others. At all stages, they have opportunities to exercise responsibilities but more need to do so.</p> <ul style="list-style-type: none"> <li>• In the Early Years and QLC practitioners make good use observations and interactions to make accurate judgements about the progress being made. These are shared directly with parents via PARENTSHARE. This has been very positively received. This approach has now being extended to other stages but needs to be more consistent.</li> <li>• Most staff are reflective practitioners and evaluate their lessons and most use identified next steps to inform future learning. Most learning is supported with the use of digital technologies across the curriculum including 2Build-a-Profile.</li> <li>• All Teachers are beginning to develop their understanding of holistic judgement to track and report on pupil progress through CfE levels, through school, cluster and authority moderation work.</li> <li>• An appropriate range of approaches to assessment, formal and informal, is employed in making judgements about progress towards curricular targets and there is an effective means of recording and summarising assessment information. Where appropriate, end of unit/ 'phase' tests are used effectively.</li> <li>• Almost all teachers successfully establish a learning environment with clear expectations for the high quality of pupils' work.</li> <li>• Separate timetables and programmes of work are tailored to meet the needs of several individuals with additional support for learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning and we regularly ask learners what they know about an area of interest and what they want to learn .</li> <li>• We monitor and evaluate progress across the curriculum with a focus on tracking children's progress in literacy, numeracy but not yet health and wellbeing.</li> <li>• We support children facing additional challenges and find ways of reducing and removing barriers to learning.</li> <li>• The school values, recognize and share achievements with peers, parents, family members and the wider community (often using social media).</li> <li>• There is effective communication of information about pupils' achievements between senior managers, class teachers, learning support staff, and parents. Teachers are knowledgeable about the pupils and constantly seek to find out how individuals are dealing</li> </ul>	<p><b>Continue to embed the digital literacy strategy.</b></p> <p>Encourage staff to reflect on and share good practice (e.g HOTS). Ensure methods of assessment are well matched to clearly identified purposes.</p> <p><b>The use of 2Build-a-Profile &amp; Parents share as a method of recording and reporting pupil progress needs further embedded with some staff. This needs to be considered as a supportive tool by more staff.</b></p> <p>Pupil progress in HWB needs to be recorded and monitored more formally.</p> <p>Pupils require more opportunities to evaluate their own progress and aptitudes and contribute to their own learning targets. This should be linked to the above development ( teachers' understanding of effective feedback mark less achieve more,etc</p> <p>Some teachers are completing their own holistic assessments. Banks of Holistic assessments have been stored centrally but more staff need to engage with this process and share their assessments with others</p> <p>Appropriate arrangements are in place to moderate and validate teachers' judgements and these continue to be developed. These now need to be more strictly timetabled &amp; monitored by SMT</p> <p>Staff need to make more effective use of information gathered to plan realistic learning targets and enable pupils to develop their own learning targets.</p>	
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	<p>with key learning aims and task.</p>		
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</li> <li>• All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community</li> <li>• Children are well supported in their learning, with ASL provision in place for positive impact where assessed and required.</li> <li>• The nursery presents a caring and supportive environment to meet the needs of the children .</li> <li>• The QLC has a clear vision of learning as central to pupil activity in a caring and supportive environment to meet the needs of the children with severe and complex needs.</li> <li>• Children with additional support needs are well supported in their learning in the nursery, QLC and primary stages within the parameters of current staffing levels.</li> <li>• Children in Early Years are provided with very good quality outdoor experiences and have been using resources in the local community to help them learn.</li> <li>• Positive relations are established with a range of support partners, Befrienders, Young Carers, Opportunities for All, Active Schools, Let's Get Sporty.</li> <li>• Staff completed background reading and research into adverse childhood experiences (A.C.E.S) , trauma and adversity, and building resilience. As a result staff should now be more aware of factors which impact on pupil development and their own role in creating positive, supportive relationships</li> </ul>	<p>We are developing effective strategies to improve attainment and achievement for children facing challenges such as, young carers and those with additional support needs. The use of Pupil Equity Funding will allow us to target support to specific individuals and groups.</p> <p>Staff are aware of the SHANARRI indicators of wellbeing and utilize these as a focus in HWB but a wider understanding of SHANARRI including the indicators but wider application and involvement with pupils is required.  <b>Next steps will be focus on individual pupil responses to SHANARRI to reflect on their own HWB.</b></p> <p>We are developing a greater understanding of the role of nurture in learning and have had successes with specific pupils with needs.</p> <p><b>Curricular programs that explore different aspects of diversity including ; faiths, cultures and beliefs to support inclusion and understanding of others are required. The Ht attended Respect for All training and this will be a key priority next session.</b></p>	<p><b>4</b></p>
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> </ul>	<p><b>NUMERACY:</b></p> <ul style="list-style-type: none"> <li>• New electronic planning for Numeracy was revised to encapsulate the phased assessments from Math's Recovery.</li> <li>• The planning for Mathematics was sub-divided in the different subjects within Maths to make planning simpler for staff and to track progress more readily.</li> </ul>	<p>Continue to increased knowledge of benchmarks across all curricular areas.</p> <p>Further develop understanding of achievement of a level. Using a range of evidence has provided an increase in attainment over time in these areas</p>	<p><b>4</b></p>

<ul style="list-style-type: none"> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils progress continues to be tracked in 'Beyond Expectation, on Track and Below Expectation' and three points within the session and percentages recorded to track stage progress for Achievement of a Level.</li> <li>• These are reviewed at regular tracking meetings between HT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level.</li> </ul> <p>Percentages state that Numeracy attainment in</p> <ul style="list-style-type: none"> <li>• Pr1 at the end of Early level is 73%</li> <li>• Pr4 – end of First Level is 68.8%</li> <li>• P7 – end of Second level is 85.7%.</li> </ul> <ul style="list-style-type: none"> <li>• The planning formats based on the SEAL/ Maths Recovery approach are being used successfully from Early Level to second level.</li> <li>• The planning/ tracking electronic document for numeracy and maths for First and Second Level was updated by two staff to incorporate all phase assessments and it was split into the different aspects of Maths to allow a clearer focus in each area.</li> </ul> <p><b>LITERACY:</b></p> <ul style="list-style-type: none"> <li>• New electronic planning/ tracking documents for all aspects of Literacy and Language have been introduced but need to be fully implemented.</li> <li>• School marking keys are displayed in each class in First &amp; Second level.</li> <li>• PM Benchmarking is now readily available to back up teachers' professional opinion in regards to pupil reading progress, where appropriate.</li> <li>• Pupils progress continues to be tracked in 'Beyond Expectation, on Track and Below Expectation' and three points within the session and percentages recorded to track stage progress for Achievement of a Level.</li> <li>• There is now a criterion scale for talking and listening Early to second Level</li> <li>• These are reviewed at regular tracking meetings between HT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected C.f.E Level.</li> <li>• A programme of two talks per year for moderation of Listening and Talking activities from Early – Third Level has been introduced.</li> </ul> <p><b>Achievement of a Level data in Literacy</b> Percentages ( March 2019) state that Literacy attainment in Pr1 – end</p>	<p>aiming to achieve the National Stretch Aim of 85%.</p> <p>Further develop our ( robust) tracking system together with effective interventions to ensure continuous progress for learners in all curricular areas to ensure pupils progress at the appropriate pace and meet expected milestones.</p> <p><b>Seek to improve levels of achievement in General Maths and writing across the school through focused monitoring of teachers' lessons, planning ,tracking pupil progress and observing learning and teaching</b></p> <p>More confident teacher judgements together with benchmarking and an appropriate range of assessments are required to lead to improvements in attainment at first and second level.</p> <p>Interact more closely with Third Level documents that allow teachers and pupils to engage more fully with the Benchmarks and raise their confidence in reporting achievement of a level.</p> <p>Trained staff to share their knowledge and skills with the wider staff team , this will help to build capacity and confidence amongst staff. (C.J / N.D)</p>	
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	<p>of Early Level are;</p> <ul style="list-style-type: none"> <li>• Reading 76%</li> <li>• Listening and Talking 65%</li> <li>• Writing 82%</li> </ul> <p>Percentages ( May 2019) state that Literacy attainment in Pr4 – end of First Level are;</p> <ul style="list-style-type: none"> <li>• <b>Reading 82%</b> -</li> <li>• <b>Listening and Talking 93.8%</b> -</li> <li>• <b>Writing 71.8%</b> -</li> </ul> <p>Percentages in P7( May 2019) – end of Second level are;</p> <ul style="list-style-type: none"> <li>• <b>Reading 78%</b></li> <li>• <b>Listening and Talking 80%</b></li> <li>• <b>Writing 87%</b></li> </ul> <p><b>This data is formulated from the following sources;SNSA data, Writing assessment data, Reading tracking data, classroom assessment and teacher judgement.</b></p> <ul style="list-style-type: none"> <li>• ‘First News’ resource used at First and Second Level for reading and listening and talking activities. Andrew Brodie spelling programme is in place and has been revised to aid understanding of ‘what comes next’.</li> <li>• Early Level use the ‘Smiley Face’ planning/ tracking formats successfully for all literacy work. Planning formats have been streamlined at First and Second Levels via the use of an electronic version similar to Numeracy.</li> <li>• Criterion scales and PM benchmarking for Literacy help assess standards in Reading and writing.</li> <li>• Evidence from tracking meetings – above/ below/ expected levels reported for Numeracy and Literacy. Suggested interventions also noted to remove barriers to learning.</li> <li>• Range of data discussed at Professional dialogue - SMID trackers – Self-evaluation timetable including classroom monitoring, peer observations this and in previous sessions with specific focus.</li> <li>• We gather a range of assessment information (write, say, make, do) and analyse this to inform us of pupil progress. Some of this is kept in ‘My Learning Journey’ folders or is documented electronically through the ‘2Build a Profile’ software.</li> <li>• At Early Level Nursery and P1 use the same planning/ tracking documents and these are continued as pupils’ transition into</li> </ul>	<p>All Staff systematically track individual pupils’ progress through standardized assessments and other data sources but should now link this to target setting and identifying appropriate interventions for those individuals who are ‘not on track’.</p> <p>As a result of SNSA data, staff reviewed the grammar and spelling results and built a program to revisit and consolidate sections where the evidence show pupils were unsure. This needs to be done more consistently across other stages.</p> <p>Focus of Raising attainment policy in 6 main areas – see diagram. Tracking pupil progress, increased expectation, Improving L&amp;T, using information intelligently and focusing on Lit and Numeracy. Further work required on engaging families and developing more effective leadership at all levels. The pace of progress through programmes and learning needs to be challenged further through the school.</p> <p><b>Consistency in approaches to learning and teaching across all curricular areas is required. This will be an improvement plan focus for next session.</b></p> <p><b>Ensure the proactive and consistent use of Parent Share in all classes / Depts</b></p> <p>Highlight ParentShare from 2Build-a-Profile as a main feature of communication on learning progress to families. This needs to be used more regularly by some staff. The ‘My Star Moments ‘ will be retained</p>	
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	<p>school.</p> <ul style="list-style-type: none"> <li>• Whole school database contains information on all pupils including SIMD levels and attainment information so that we can identify trends.</li> <li>• Evidence of tracking pupil progress in Reading and writing is available for several years - this needs further scrutiny to ascertain pace of progress. Procedures to reduce planning whilst focusing clearly on benchmarks.</li> <li>• Records of achievement carry forward – handing on notes and information at all points of transition – stage partner and cross level planning /working in evidence</li> <li>• We track pupils as <b>Beyond, At</b> and <b>Below</b> expectations in Prof Dialogue at different points of the session with record of interventions now minuted. This needs to be done more precisely in some classes.</li> <li>• Most staff make effective use of information gathered to negotiate realistic learning targets and enable pupils to develop their own learning targets.</li> <li>• Fishtank assemblies to recognize achievements and Citizenship assemblies to promote learning within the four capacities.</li> <li>• Facebook page shares information and success with families.</li> <li>• 'Parent Share' from the '2Build a Profile' software is being used consistently in some stages to share achievements in learning with families. This requires to be used more consistently .</li> <li>• Pupils are awarded 'Dojo' points that are equal to House Points and we are currently adapting this so that points are awarded in relation to our school values.</li> <li>• Pupils regularly participate in sports events such as netball, football and cross country. Pupils participate in the Rotary Quiz</li> <li>• P6s are engaged in the TOTS Young Leaders programme with Nursery children. This is run by Let's Get Sporty.</li> <li>• P6 and P7 are involved in Go Getters awards but this needs to be tightened up and revisited throughout the year rather than at the end of P7.</li> <li>• P7s are given various responsibilities such as House Captains, P1 Helpers, monitors, etc.</li> <li>• The Baptist Church has been a great community asset to school, we have regular visits for some groups and we held a successful Christmas concert and Easter service.</li> <li>• Positive feedback from parents / wide range of activities, learning experiences / feedback vi social media and Parent Share</li> <li>• Various opportunities - comment slips on each newsletter, Achievement wall , class focus on individual pupils, class dojo type systems , Fishtank Assembly linked to behaviour and celebrating</li> </ul>	<p>but only sent out prior to Fishtank Assembly ( non-compulsory return) and the 'My Highlights for this Term' pages will also be retained.</p> <p>More work needed to identify robust evidence of how we are closing the attainment gap as a school. Difficult to identify exact measures because we adopt initiatives across the whole school at times rather than trying out the 'small test of change method'. Two more staff participated in the RAFA training, one staff member has already identified this as a target in her PRD.</p> <p><b>We introduced a Three Year Curriculum Programme in 2017 to encourage staff to plan together and to consider depth and pace of learning within and across levels. This now need revised and is an improvement priority for next session.</b></p> <p><b>There was some evidence of learners not being appropriately challenged. E.g. "They are in P* but we can't cover that because that will happen in P**", rather than going with the individual's pace of development.</b></p>	
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	<p>success outwith and within school ( twice termly) , class celebration videos, successes highlighted on social media page and now also on Parent Share. Gold awards and Celebration ‘postcards’. Go Getters awards, Citizenship Awards termly and annual winners. End of year P7 specific Awards.</p> <ul style="list-style-type: none"> <li>• Celebrations are posted on displays, records are retained of Citizenship awards winners</li> <li>• No specific accreditation but Cluster Go-Getter Awards are being utilised / receiving recognition to fit with accreditation into secondary school- DHS only. In school awards for Citizenship termly.</li> <li>• Citizenship termly focus on 4 capacities/ Opportunities for pupils to represent on Eco Group, Health Group, Pupil Council and as P7 House captains. P7 helpers in class with specific responsibilities . Also P6 leaders training then turn to P7 buddies.</li> <li>• Pupil Learning Journey Folders – termly assessment evidence collected.</li> <li>• Each class held their own ‘celebration of Learning’ event across the school year, based on the IDL.</li> <li>• Working with QLC staff and PT has visited every class to discuss learning needs of individual pupils with their peers. Teachers have visited QLC to discover what learning looks like there.</li> <li>• Individual teachers continue to highlight learners who are experiencing barriers to their learning and the appropriate action is taken by the SMT – referrals, meetings, etc.</li> <li>• Pupils from N-P7 who we believe should be targeted with PEF have been identified according the FSM entitlement and their postcodes.</li> </ul>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</li> <li>• There is a clear rationale established which clearly links to the school aims. This now needs reviewed.</li> <li>• Staff developed questioning strategies to enhance the learners’ experience and enable higher-order thinking skills to promote deeper thinking. This now needs revisited.</li> <li>• All practitioners take responsibility for developing early literacy and numeracy skills across the curriculum in the Nursery and QLC.</li> <li>• Mainstream Learning assistants are used effectively to support learning of a few pupils across the school.</li> </ul>	<p><b>Review school rationale to ensure ‘best fit’ with school aims.</b></p> <p><b>Develop effective whole school overviews in ensuring children’s knowledge (and skills) are built appropriately over time in all curricular areas.</b></p> <p><b>Children require greater exposure to a knowledge based curriculum as well as a skills based curriculum. This will involve a clear timetable to revisit and over-learn information about specific topics to develop greater understanding and mastery. ( Long term project)</b></p> <p>Children require greater participation in the planning of their learning with increased opportunities for</p>	

	<ul style="list-style-type: none"> <li>• Staff deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies, e.g Clicker 7</li> <li>• In the Early Years we ensure children have access to high-quality learning through a play based curriculum and outdoor learning which is child-led, creative and collaborative.</li> </ul>	<p>personalization and choice to control the direction of their learning.</p> <p>Staff continue to develop a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?</p> <p>Extend the use of a play based curriculum from secure bases in Nursery and P1 into P2 &amp; P3 to developed lifelong skills (HWB) and resilience in pupils.</p>
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>Parental ‘involvement’ is school is generally strong but engagement in learning requires to be strengthened. Our setting values the contributions parents/ carers and families make to children’s learning and regularly ask for contributions, suggestions and feedback.</p> <p>We have established positive relationships that are fostered to support confidence and self-esteem within families. This was reflected in the results of a recent parental questionnaire.</p> <p>Where appropriate, targeted support is offered to families that enables them to engage in a variety of learning opportunities which meet their individual needs. Families have regular opportunities to discuss their learning needs in an environment where they feel valued and respected. Our practitioners strive to form respectful relationships and work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage. They sensitively respond to individual family circumstances</p> <p>Parents/carers are supported to engage in their children’s learning at home when this has been highlighted but we need to provide more information and support for this to happen in a more meaningful way and on a regular basis. It is hoped that over time the ‘ParentShare’ resource, that this will help.</p> <p>Parents attend termly ‘stay and play’ sessions in Early Years and we have had ‘showcase’ events focused on celebrating learning but there is scope to extend parental involvement beyond this and to get parents regularly involved in their child’s learning within all sectors of school. We consult with parents/carers and work in partnership with other services to share relevant information on individual family’s needs. We use this information to ensure appropriate timely interventions. Needs are identified and reviewed in consultation with families and partners. Some families benefit from strong collaboration with colleagues from</p>	<p>(In partnership with parents) we must seek ways to increase parental engagement in their children’s learning, particularly in raising attainment and achievement in literacy and numeracy across all sectors of school.</p> <p>Staff require further opportunities to support parents/carers to actively engage in their children’s learning, attainment and achievement.</p> <p>We need to establish family learning programmes to contribute to a culture of learning within the family. We provide some opportunities for parents/carers to learn together with their children but need to think of ways to promote parent/carer only learning.</p> <p>We need to consult parents in a more focused way about how we can meet their needs in relation to literacy, numeracy and health and wellbeing and wider family learning outcomes. We already support families through changes and when making choices but perhaps we could think of how this could be extended to learning in a group of interested parents/carers.</p>

	<p>other sectors to ensure appropriate referrals to and from services. These engagements help to build confidence, trust and respect. We need to track outcomes over time.</p> <p>The school continually seeks to involve parents and carers in shaping policy and services to improve impacts via the Parent Council and other consultation opportunities.</p>	
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

How are you 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.*

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p><b>School Priority 1</b>  <b>To implement the Respect for All programme ( Anti-bullying Policy) to ensure the correct procedures and support mechanisms are in place.</b></p> <p><b>NIF Priority</b>  <i>Improvement in children and young people's health and wellbeing</i></p> <p><b>NIF Driver</b>  <i>Assessment of children's progress</i></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><b>3.1 Ensuring Wellbeing, equality and inclusion</b>  <b>3.2 Raising Attainment and Achievement</b>  <b>2.2 Curriculum</b>  <b>2.5 Family Learning</b></p> <p><b>3.2 Securing Children's Progress</b></p> <p><b>3.3 Developing Creativity and skills for life &amp; Learning</b></p>	<p>Positive and respectful relationships established for all. Increased awareness of teacher/pupil relationships and pupil/pupil relationships.</p> <p>Increased HWB opportunities for pupils across the curriculum through the use of Emotion Works.  Through engaging in more HWB activities and self reflection, the children will gain a sense of achievement, be more collaborative, and develop resilience and increased self-confidence.</p> <p>Children have increased awareness of wellbeing indicators and staff act upon these to develop a nurturing approach.</p> <p>Increased staff awareness of the Respect for All policy(Anti-Bullying strategy) to understand complex issues around bullying and possible support procedures.</p>	<p>All relevant staff will be trained in emotion works – Nursery-P7</p> <p>Utilise the self evaluation section of the Glasgow 'Applying Nurture As A Whole School Approach' as a Framework to support the Self-evaluation of Nurturing Approaches in School and nursery setting.</p> <p>Development of whole school Respect for All policy.</p> <p>Agree opportunities for whole school focus activities as well as individual classes/ stages with a key HWB focus. (Nursery-P7)</p> <p>Incorporation of Emotion Works across the wider school curriculum.</p> <p>Implementation of Shanarri wheels used in all classes and within the Nursery to focus on individual pupil responses to SHANARRI to reflect on their own HWB. ( Pupil HWB Diaries)</p>	<p><b>Responsible/Lead Person</b>  <b>SMT + All teaching staff &amp; SfLAs/NNs working within mainstream classes.</b></p> <p><b>Time Allocations</b>  <b>Collegiate sessions and Inset tbc through WTA.</b></p> <p><b>Funding – including PEF</b>  <b>Unknown at present</b></p> <p><b>Expected Completion Date</b>  <b>Respect for All Policy by Dec 2019</b></p> <p><b>Emotion Works continuous throughout session and beyond.</b>  <b>Rights Respecting schools status will be a focus for Pupil Council.</b></p>

<p><b>School Priority 2</b></p> <p><b>To conduct a review of the quality of Learning and Teaching across the whole school.</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> Teacher professionalism Parental Engagement Assessment of children’s progress School Improvement <b>HGIOS?4 / HGIOELC Qis</b></p> <p>2.3 Learning, teaching and assessment 3.2 Raising Attainment and Achievement 2.5 Family Learning</p>	<p>Almost all learners will have achieved or exceeded their predicted CfE level by June 2020</p> <p>Increased attainment levels will support more positive outcomes for all children.</p> <p>Increased engagement in lifelong learning</p> <p>Increased attendance and participation in school life</p> <p><b>Increased staff awareness of expectations/standards of High Quality Learning &amp; Teaching.</b></p> <p>Staff will feel supported to deliver excellent learning &amp; teaching in every classroom where;</p> <ul style="list-style-type: none"> <li>learning intentions and success criteria are shared so that pupils understand them and where all pupils know what it is that they are supposed to be learning and what success looks like.</li> <li>teachers are skilled in identifying next steps in learning for each learner on a regular basis.”</li> <li>learning is well planned and differentiated for all children to ensure that individual needs are met.”</li> <li>lessons are delivered enthusiastically and every attempt is made to make learning relevant and motivating for pupils.”</li> </ul>	<p>Planned professional development opportunities to promote high quality learning and teaching for all including collaborative review, across other schools to reflect upon best practice and methodologies for increasing attainment.</p> <p>To undertake moderation activities across the school as well as within the cluster.</p> <p>Learning and information opportunities for our parents</p> <p>Self-evaluation of current practice using HGIOs Q1 2.4 and 3.4 level 5 illustrations and challenge questions.</p> <p>SMT monitoring with a Numeracy/Literacy focus.</p> <p>Staff to develop confidence in achievement of a level. Link tracking and monitoring, planning and achievement of a level. Staff to track data within Literacy and Numeracy to identify next steps.</p> <p>Develop and enhance coherent programmes of learning within the curriculum. <b>Link to Priority target 3</b></p> <p>Utilise SWEIC Family links to view and improve practice through ‘looking outwards’.</p>	<p><b>Responsible/Lead Person</b> SMT with All teaching staff &amp; authority collaborative team.</p> <p><b>Time Allocations</b> Collegiate sessions and Inset tbc through WTA.</p> <p><b>Funding – including PEF</b> Unknown at present</p> <p><b>Expected Completion Date</b> <u>June 2020</u></p>
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<p><b>School Priority 3</b></p> <p><b>To involve all stakeholders in the review our curriculum rationale and 3 year curricular overview.</b></p> <p><b>NIF Priority</b>  <i>Improvement in attainment, particularly in literacy and numeracy;            Closing the attainment gap between the most and least disadvantaged children</i></p> <p><b>NIF Driver</b>  <i>Teacher professionalism            Parental Engagement            Assessment of children's progress            School Improvement</i></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><i>2.3 Learning, teaching and assessment            3.2 Raising Attainment and Achievement            2.5 Family Learning</i></p> <p><i>QI 1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT            QI 1.2 LEADERSHIP OF LEARNING            QI 2.2 Curriculum            QI2.3 Learning, Teaching and Assessment</i></p>	<p>The school rationale will fit with and support the achievement of the school vision, values and aims.</p> <p>Pupils across all parts of school will benefit from clear and precise pathways through all contexts for learning.</p> <p>Parents will have a clearer understanding of their child's learning journey.</p> <p>Transition between CfE levels will be smooth and consistent.</p> <p>Increased parental involvement</p> <p><b>Clear links to Priority target 2</b></p>	<p>Review through pupil/staff/parent /stakeholder (partners &amp; wider community) consultation, our current school rationale. From past to present to future.</p> <p>Ongoing review of current school policies for learning in each curricular area.</p> <p>Rationale will be shared with all stakeholders mentioned above.</p> <p>Through development of SIP Priority 2 above, staff will feel supported to develop their current practice against HGIOS4 level 5 illustrations of good practice.</p> <p>The three year curricular overview will be refreshed and will highlight opportunities for learning across all four contexts of learning at all stages.</p>	<p><u>Responsible/Lead Person</u>  <b>SMT + All teaching staff</b></p> <p><u>Time Allocations</u>  <b>Collegiate sessions and Inset tbc through WTA.</b></p> <p><u>Funding – including PEF</u></p> <p><b>Unknown at present</b></p> <p><u>Expected Completion Date</u></p> <p><b>March 2020</b></p>
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