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

Dumfries & Galloway COUNCIL

School: Glenkens Primary Partnership (Dalry, Kells and Carsphairn Primary Schools)

Date: _____ **May 2019** _____

Contents
Click on a link below to access ELC and School Improvement Plan information.

	3 Improvement Plan Priorities 2019-20 - Cluster, School and ELC
	1+2 Modern Language Technologies (Moderation)
	Numeracy Respect for All
	School Priorities
2.2 Summary of Key Strengths / Areas for Development	**PEF Funded Priorities**
_1.1_ _1.3_ _2.2_ _2.3_ _2.7_ _3.1_ _3.2_	1 – Literacy 2 – Numeracy
	3 - 3-Nurture

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

Dalry Primary School's Vision, Values and Aims

Vision:

Everyone at Dalry Primary; children, adults, parents and our wider community proudly builds on a mutual culture of respect and determination. We grow and learn together in a motivating and safe environment, so that every pupil can reach their full potential.

Values:

Determined – Foster a resilient 'I can't do that…yet' attitude.
Actively **L**earning – All children are engaged in stimulating, innovative and challenging learning experiences to build upon, and develop all of our individual talents and curiosities/interests.'
Respectful **Y**oungsters – Kind and considerate words and actions for all; creating global citizens of the future.

Aims:

This vision is embodied in our school's aims to:

- ❖ Create a welcoming and happy environment
- ❖ Listen to and consider all points of view
- ❖ Provide a variety of stimulating opportunities and experiences to maximise potential
- ❖ Equip our children with life skills for the future
- ❖ Nurture a healthy and active lifestyle
- ❖ Develop and celebrate all pupil's personalities, talents and physical abilities in a variety of settings.
- ❖ Work in partnership within our school and the wider community, communication effectively with all stakeholders.

Our Vision for Kells Primary School, New Galloway

At Kells we understand that the curriculum must be exciting, relevant and creative.
We recognise that every child is different and learns in their own way.
It is our duty to listen, question and adapt in order to reach and engage children in learning.
We will always aim to provide a fun, child centred, cooperative curriculum that promotes pupil voice and encourages individuality.
We provide a safe, supportive and inclusive learning environment where everyone has a valid contribution to school life.
We value sustainability, and promote values such as tolerance, humility, kindness and curiosity.
We strive to nurture, encourage, and challenge each individual along a path to lifelong learning.
Kells endeavours to develop happy, healthy, respectful, inquiring minds - independent thinkers who are a strong foundation of the community and wider society.
We aim to foster a strong sense of community and belonging to it.
It is our responsibility to be a positive influence in an ever changing world.
Kells will provide an environment that stimulates progress - based in hard work, enthusiasm, collaboration and participation.
We will embrace ambition, imagination, excellence and fun.
We will celebrate our successes and achievements with shared joy.
Working together to make a happy place!

Review Date: March 2020
Review Activities (as appropriate):
Review in consultation with Cluster partners and "Respect for All…."
Review with all stakeholders
Short life working groups to rewrite

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)
Cluster Priority 1: **ML 1+2** **NIF Priority** Improvement in employability skills and sustained, positive school-leaver destinations for all young people**.** **NIF Driver** 3, 4 **HGIOS? 4 / HGIOELC? QIs:** 1.2, 1.3 2.2, 2.3, 2.4 3.3	Stakeholders survey was completed and majority chose Spanish (parents (66%), children (72%) and staff (70%)) as the preferred L3 for the cluster. Almost all (94%) mainstream children from P1-7 have further developed a second language – French. Staff in Primary 5 to 7 have collaboratively planned a 4 week block of Spanish through IDL approaches (Food & Greetings) as part of a 3 year rolling programme (Yr2 – Numbers and Sports/Hobbies). Having completed a Hands Up Primary pupil survey, 80% of children reported increased enjoyment in MLPS basic vocabulary and phrases through discussion with teachers and peers. Staff confidence continues to steadily increase in terms of personal knowledge and understanding of languages and teaching and assessment of languages. Opportunities to shadow members of the regional MLPS team have increased confidence and knowledge of teachers who accessed this targeted support. Attempts were made to access authority support from the MFL team however they were unable to deliver inputs at INSET. This created a barrier that would have improved confidence in our cluster staff and has impacted on the progress we have been able to make as a cluster in the delivery of L3 (Spanish).	P5-7 staff to work together to design year 2 of the programme for the Spanish experience (Feb INSET), to be delivered through an IDL block and share practice. Cluster staff member participating in the Nancy Metz programme (March 2020)

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Area for Improvement _**Back to Contents**_	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)
Priority 2 – Cluster inc ECL **Science Skills, Knowledge and Understanding** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 4 **HGIOS?4 / HGIOELC QIs:** 2.2, 2.3, 2.4 3.2, 3.3	**<u>STEM</u> (Cluster Improvement)** All staff have accessed training in science (Supported by SSERC and the regional STEM Team) leading to ***% having increased knowledge and skill in Science. All children have had the opportunity to apply literacy / numeracy skills through a science context. 65% have shown increased aspirations / desire to move into STEM based employment . An increase in staff confidence, skills and knowledge in teaching sciences has led to increased opportunities and improved learning and teaching for all children. All children benefit from the embedding of scientific enquiry skills linked to IDL learning. Increased staff confidence in moderation of numeracy / literacy skills through application in new / real-life situations linked to sciences leading to more consistent expectations & outcomes for all children.	Transition programme to be explored (through SSERC phase 2 day) linking second – fourth levels. Explore a further area of STEM as a cluster for development. Moderation activity will be a technology focus. Sharing practice session to be planned if possible.

Area for Improvement *Back to Contents*	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)

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School Priority 1		
School Priority 1 Learning and Teaching and Raising attainment in Literacy and Numeracy **NIF Priority** • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; **NIF Driver** • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information **HGIOS4 / HGIOELC QIs:** 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC) 2.7 Partnerships – Impact upon learners	• Impact on Reviewing Vision, Values and Aims linked to curriculum and Relationships (including behaviour): Behaviour is good. Children articulate expectations and are partners in decision making relating to expectations. • Staff and children able to discuss learning and next steps. • Teachers planning using progression frameworks and able to assess learning against the benchmarks. • Joint planning and professional dialogue P4-7 positive impact for learners- sharing good practice. • P1-3 teachers beginning to work with Early Years practitioners to develop practice. • All teaching staff undergone training in Learning and teaching twilight sessions The impact of this is: ➢ Teachers share (verbally & written) learning Intentions and Success Criteria. ➢ Teachers more focused on skills based learning intentions rather than activity ➢ Teachers are increasingly confident in using Blooms Higher Order Thinking Skills (HOTs) as part of their teaching to support children in learning. ➢ Observation and monitoring shows 80% of children in P4-7 can talk about HOTs in relation to learning. ➢ 70% of children (can identify HOTs in their learning objectives and success criteria. ➢ Identified groups of children showing progress in targeted areas – (link to PEF) • SNSA data demonstrating achievement at P1,4,7 • Teachers use knowledge of children and data to identify next steps for children. Teachers are taking responsibility for preparation of termly Pupil Progress Discussions and planning support for groups and individuals. • Teachers increasingly confident in using assessment, benchmarks and data to discuss children Teachers have implemented taught mental maths using progressions to ensure children. • Teachers have implemented taught mental maths using progressions to ensure children.	Review Ethos and Aims with all stakeholders in relation to Respect for All. Training for all teachers - Paul Dix(Cluster Priority) • Family learning and workshops to be planned into next session. *(See 2019 School Priority 3)* • P1-3 teachers to develop shared planning/ practice *(2019 School Priority 1 &2)* • Further embed consistency of good teaching and learning through development of clear policies for reading, writing, mental math's and mathematical calculations *(Cluster/ School Priorities 2019)* • Ensure all teachers fully trained and confident in using Sumdog to focus children's skills and learning and as a data rich source of assessment towards next steps. *(link to Cluster Priority 3)* • All teachers to identify an area of practice in relation to learning environments *(PRD & 2019 School Priority 2)* • Continue to use data to identify further targets for intervention. • Continue to work with teachers to analyse thoroughly data and plan to ensure any gaps in learning are address through classroom learning or intervention. • Provide WTA agreement opportunities for professional dialogue to support teacher judgement. • Children to be encouraged to focus on accuracy of skills using Sumdog. Teachers to use data to support next steps. • Developing Number Knowledge training for all teachers. *(Cluster, PEF and School Priorities for Numeracy)*
	• The Nursery stage curriculum has been redesigned to support children's	• Link ELC tracking and monitoring to school tracking

School Priority 2 Curriculum **NIF Priority** Improvement in employability skills and sustained, positive school leaver destinations for all young people **NIF Driver** • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information **HGIOS 4 / HGIOELC QIs:** 1.3 Leadership of Change, 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC)	individual learning styles and strengths. Children learn through play and staff observe learning, making judgements for individual next steps. Outdoor learning has also been redesigned and mirrors the access to learning found inside. • Parents demonstrate overwhelmingly positive feedback to nursery and children are engaged. • Teachers plan units of learning with children and share planning across the schools in the Primary 4 -7 classes. Plans are discussed with the Head teacher. • A more coherent, progressive and responsive curriculum supports children's skills acquisition and learning. • The curriculum supports individualised learning and provides equity for all leaners • Children have access to wider curriculum and extra-curricular activities • The benchmarks are being used more confidently and effectively to provide a more accurate assessment of children's attainment and achievement.	and monitoring. • Teachers to work with children to ensure units of work have clear holistic assessments through an agreed IDL. • Primary 1-3 curriculum at Kells and Dalry to be brought together and teachers to work together on planning opportunities which encourage play and investigation. • Teachers to look for opportunities to plan for wider experiences within units of learning. • Evaluate the outdoor learning at Kells Primary and consider how this could be introduced at Dalry. *(2019 School Priority 2)*
School Priority 3 HWB, inclusion and equity **NIF Priority** Improvement in children's and young people's health and wellbeing; **NIF Driver** • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information **HGIOS4 / HGIOELC QIs:** **3.1** ENSURING WELLBEING, EQUALITY AND INCLUSION: • Wellbeing • Fulfilment of statutory duties • Inclusion and equality	**Children have equity of access to curriculum and learning** • PTs have liaised with Active Schools and other community groups to ensure a range of extra-curricular activities have been available during the year to which children can attend without cost, • Teachers have provided extra-curricular clubs for children to attend (choir, gardening club, football, Monday makeover etc.) • Teachers have planned activities with children to cater for a range of interests throughout the year as part of "Friday 31 Time" • Nurture bases have been set up to allow for soft start/ breakfast etc. These have been used by groups of children for breakfast, quiet time, specific emotional and behavior sessions and small group life skills. • A pilot outdoor learning programme at Kells has been implemented this year to provide learning opportunities out of doors. The remit was to support emotional and behavioural development opportunities for children through teamwork and individual challenges. **Pupils feel included in decisions and have a voice.** • Pupils have more opportunity to be involved in decision making – planning events, assemblies and showcases, classroom organisation and visits. • Children given opportunities to put forward ideas and views at assemblies. Kells Primary has piloted a Pupil Voice board so ideas can be brought forward for discussion. • Children in all classes lead discussion around expectations, class values and consequences. Children have articulated this and teachers discuss some issues at class levels to gauge the views of children. **Children feel resilient and can challenge discrimination**	• Look for opportunities to widen opportunities for all children through signposting to community groups and working to bring groups into the schools. • Encourage parents to volunteer to lend their skills to wider achievement activities. • Continue to use data and professional discussion to identify those at risk of not achieving to access emotional interventions. • Evaluate the value of the Kells pilot and plan for further development. Investigate the possibility of bringing aspects of outdoor learning/ forest schools to Dalry. • Evaluate perceptions of how children think they have become partners in school and analyse feedback. Work with the children to look for wider opportunities for developing children's voice. Regular pupil council/ eco groups etc.) • Consider how well we are supporting children to become resilient and how confident they are in challenging discrimination in light of training connected to Respect for All. Are we really modelling behaviour positively? • (2019 Cluster Priority 3)

	Children have a strong sense of what is right or wrong. They can articulate their views and most make good decisions about behaviour and moral dilemmas.	
	• Children in the older classes regularly have discussions based upon items brought up on Newsround – giving them a wider view of the world around them and opportunity to consider issues, which affect them.	
	• Almost all children demonstrate empathy for those around them. They understand that we all have differences and that for some children, special arrangements and adjustments need to be made.	

Area for Improvement **Back to Contents**	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)
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?** **School Priority 4** **Raising Attainment, Closing Attainment Gap, Assessment and PEF Funding.** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's	• Children identified for closing the literacy gap have made progress over the course of the programme. One child has made significant progress in reading.(Closing the Literacy Gap assessments.) • Learning Assistants have been trained and are confident in delivering intervention with Closing the Literacy Gap materials. • Learning Assistants have supported groups and individuals with interventions for maths and literacy and achievement has improved as a result. (school data/ assessments/ Big write/ spelling assessments/ maths assessments/ SNSA) • Parents' feedback about the development of the nurture area at Dalry has been positive and children have found benefit in being able to go to a safe space. 2 children regularly use the breakfast facilities. • P7 children have commented favourably upon being able to have specific P7 time with peers from the partnership as a support for moving onto secondary education. • Mathematics Interventions for P4 at Dalry has raised attainment for all children and almost all are now on track.	• Learning Assistants to continue working with identified children for Closing the Literacy Gap and Fastlane. • Learning Assistants to be trained to deliver Closing the Numeracy Gap. • Children identified for intervention next session • Ensure all children have robust data baselines so that progress and achievement can be • Ensure expensive resources ordered are utilised to best effect. • Ensure all staff are trained to use IT resources purchased to facilitate children's learning effectively • Ensure consistency of teacher judgement through moderation. • Work with parents of children where there are barriers to learning to raise attainment (attendance, emotional / behavioural/ SFL/family issues)

health and wellbeing. **NIF Driver** 1, 4, 6 **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2		

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<tr><td colspan="4" style="background:purple;color:white">2.2 Summary of Key Strengths / Areas for Improvement
<i>(What is our capacity for continuous improvement?)</i> <i>Back to Contents</i></td></tr>
<tr><td colspan="4"><i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i></td></tr>
<tr><td>Quality Indicator
(Back to Contents)</td><td>How well are you doing?
What's working well for your learners?
(<i>Include evidence of impact.</i>)</td><td>Areas for Improvement</td><td>Evaluation of this QI using the HGIOS?4 six-point scale</td></tr>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement

• <i>Collaborative approaches to self-evaluation</i></td>
<td>Staff
  • SIP and SQR shared with staff.
  • Staff views sought on school/cluster priorities e.g. SERCC questionnaire
Children
• Children have the opportunity to reflect on their attainment and achievement through written and oral daily feedback and interaction with staff.
• Working walls are being developed for children to reflect upon their learning.
• Increasingly, children are asked for views and are included in decision making – classroom organization, expectations, playgrounds,
Parents
• Parental comments on ELC Facebook are very positive and it has developed into a positive forum for sharing feedback and news. Some parents have mentioned how much more aware they are 'of what is going on in school
• Staff, children and parents share termly learning targets which are evaluated at formal Learning Conversations (Parent/Pupil Meetings) – positive feedback from parents.
• Parent and pupil consultations and feedback is gathered on priority developments. Children and parents form working groups to support developments. Relationships Policy, Homework Policy.
• ELC has daily feedback opportunities with parents which is used to good effect.
Wider stakeholders
• All classes share learning and activities with Glenkens Gazette on a bi-monthly basis
• Each school community has been involved in a review of the School and</td>
<td>• Continue to develop evidence gathering which is manageable and sustainable. Use analysis of feedback to
• Consistency in working walls to be used across the partnership.
• Develop posting boards for children to beginning to reflect on learning experiences
• Staff knowledge of and confidence in using benchmarks to assess across whole curriculum.
• Make more use of Forms on Glow to seek parent views.</td>
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	ELC Vision, Values and Aims during 2018/9 on which current VVA are based. • SIP and SQR is shared with Parent Council at meetings and School Community through newsletters.		
Quality Indicator (Back to Contents)	**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**
1.1 Self-Evaluation for Self-Improvement • *Analysis and evaluation of intelligence and data*	• School continues to develop the use of current, manageable and sustainable data in Maths and Language. Termly assessment in spelling/ writing and unit assessments in maths informs next steps the setting of appropriate challenging targets. CFE tracking format being further developed to identify Barriers to Learning/ PEF Interventions and predictions for when children will achieve a level. This is assisting in focusing planning for specific learning needs. • Sumdog (Maths Website) was introduced this session to boost maths attainment and to provide another source of data. Impact of Sumdog is not yet clear as staff need further training in setting challenge and using diagnostic data. • Termly class attainment and SfL meetings are held to focus on individuals and groups and staff have ongoing access to and use of data to plan for learning needs. • Differentiated learning much in evidence. • Interventions in Maths & Closing the Literacy Gap had positive impact on attainment. P4 Maths group (Dalry), P2/3 children CtLG • Reviews of IEPs and targets with children, staff and parents. • Wider achievement – there is a whole school focus – Achievement Assemblies and Weekly news to encourage sharing of Wider Achievement to further support assessment of the 'whole child'. • High Skills of Learning Assistants supporting groups of learners • Introduction of Closing the Literacy gap materials identified inconsistencies in Learning and teaching across the partnership to be addressed through policy review.	• Embed use of Sumdog and Accelerated Reader as termly assessment tools • Teachers to use diagnostic data from AR and Sumdog along with SNSA diagnostics to inform planning/ next steps. • Develop improved tracking of wider achievements. • Become more familiar with benchmarking to assist teacher with planning, assessment, tracking and next steps. • Development of ELC and School tracking to develop robust but manageable pupil profiling including assessment and tracking documentation. • Increased Attainment levels in literacy and numeracy remain a central feature of our priorities. • Further embedding of consistency in Learning and Teaching through policy development and training.	**4**

Quality Indicator (Back to Contents)	**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**
1.1 Self-Evaluation for Self-Improvement • *Impact on learners'*	• Celebration of achievement is a feature of assemblies and children enjoy certificates for achievement. • The Glenkens Gazette provides opportunity to share Learning and success in Achievement on a bi- monthly basis	• Parental Involvement – encourage more use of Accelerated Reader / Sumdog Challenges as a home/ school learning link. • Consider options of sharing Class Dojo or a	**4**

| *successes and achievements.* | • Children look forward to the Achievement Assembly and many are keen to share their wider achievements. Evidenced though pupil discussions.
• Wider achievement is tracked and features in end of session Report summary.
• Staff demonstrate good understanding of children's needs and how these can be best met. e.g. ELC use of Personal Learning Plans, Pupil Progress Meetings in school, Target Setting meetings with children and parents.
• Inclusion is a strength of the partnership and enables all children to engage in sharing success and achievements. Staff are keen to support inclusion and research ways in which to support individuals and groups in class and in school
• Commitment to opportunities for wider extra-curricular activities. | School Facebook page to share learning and achievement with parents to foster home / school links and reinforce positive behaviour.
• Consider with parents/ children, an option for achievement assemblies where parents are invited to share celebrations.
• Skills for life and skills need to be embedded across all curriculum areas.
• Use of National Standardised Assessments and interpreting data to further support next steps in learning. | |

Quality Indicator (Back to Contents)	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*	• There is a desire from each school community to achieve the best for all. • Staff (teaching and non-teaching) work hard, are conscientious and committed to the school. • Staff understand the need for change to support pupil learning and raise attainment and are willing to try new strategies to make improvements. • Self-evaluation practices e.g. peer assessment (children and staff), willingness to try different strategies to involve all stakeholders. • Value is increasingly placed on self-evaluation as a tool for improvement and to share learning. • Most children are increasingly confidently about what and why they are learning. Children in Primary 4-7 are increasingly confident in talking about their learning in relation to Higher Order Thinking Skills. • Collaborative staff team work and sharing of practice is a positive feature of staff teamwork, e.g. Cross phase professional dialogue, P4-7 partnership, ELC, Cluster activities. • The school is a willing participant in wider Cluster priorities, e.g. Collaborative working and networking – planning and moderation. • Opportunities sought to extend learning out of the classroom and include visits and visitors.	• Review the values, vision and aims (Spring 2020) • Continual review of manageable Quality Assurance procedures to ensure there is effective, robust and inclusive self-evaluation with all stakeholders. • Develop a range of effective procedures to make sure all staff, partners, learners and other stakeholders are actively involved in self- evaluation procedures – Focus Groups for Session 2019/20. • Focus on 'inwards, outwards, forwards' approach for analysis • Continue to build leadership capacity through Professional Development Reviews. • Development of IT to record views and evaluative comments from school community. • Invest time in planning for 1140 hours and possible impact on both children and staff. • Opportunities for sharing leadership, responsibilities and experiences to assist staff in personal career development.	**4**

	• SIP to priorities identify developmental needs at school, partnership and cluster level. • Staff are encouraged to develop leadership roles where they can lead improvements e.g. ELC, • Pace of change is managed by Headteacher to enable small steps of change and time for initiatives to be embedded in practice. • Professional Development Reviews are used to support staff development of school priorities and personal development. Use of Professional Update (GTCS or SSSC)	• Identify challenges brought by impact of budget reductions. Plan to overcome challenges.	

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Learning and engagement*	• Teachers share Learning Intentions and Success Criteria with children on a regularly through feedback, wall displays, etc. • There is evidence of children engaging in HOTS across all curricular areas and reference to HOTS (visual and oral) in most classes. • The Headteacher monitors the implementation and embedding of agreed practice through both informal and formal Observation Visits. • Children are happy and engaged. There is positive interaction and enthusiasm is much in evidence from children and staff. 'Classroom buzz' • In almost all classes teacher organisation and classroom management is very good. Behaviour in classes is usually well managed positive. Little learning time is lost due to disruptions in class • Most children have a positive attitude to their work and enjoy coming to school. • Almost all children can talk about what and why they are learning, what they enjoy doing in school and have an understanding of their next steps (targets). • Feedback (oral and written) from children and staff is used to evidence impact e.g. how well can the children talk about what they are learning. • In most lessons and activities children are increasingly able to share what they are learning and what they need to do to be successful. • Opportunities for Pupil Voice are increasing. Children are being given more opportunity to help make decisions	• Continue to embed LI and SC in class activities and to focus on HOTS in all curricular areas. • Continue to raise children's awareness of HOTS and to encourage and develop creativity. • Continue to monitor effective teaching in all learning areas, including outdoor learning to ensure this has learning benefit. • Discuss options for Peer Support – encourage staff to arrange informal observations with a colleague and reflect on the quality of learning and pupil engagement in their class. Share best practice. • Include Personalisation and Choice discussions into HT planning meetings and how the wider community and stakeholders can support opportunities to lead learning. • Improve consistency in ethos and adult interactions with children. (Links to VVA – Cluster Priority 4)	**3/4**

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	affecting them. Planning for events etc.		

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Quality of Teaching*	• There is a positive range of teaching and learning experiences across the partnership and ELC. Staff are conscientious and self-evaluate their own teaching. This corresponds with observer's conclusions in post observation discussions. • Teachers share and seek advice from each other. Staff have a positive attitude towards helping each other in improving their own confidence and skills. • Learning Intentions and Success Criteria are mostly shared in age appropriate ways. Training and development has been ongoing throughout the year to influence teachers thinking about the use and quality of LI and SC. • Pace of lessons is improving and becoming more consistent. • Use of online resources has been introduced to support learning and teaching is beginning to have an impact upon accuracy. Further development is required. (Sumdog and Accelerated Reader) • Use of digital resources is increasing. Children can use notebooks and computers and have access to a tablet. Children can use a range of programs to create and research • Teachers and Learning Assistants made appropriate interventions to assist individuals and groups as required • Some classes provide challenging extension activities to support children e.g. – mild, spicy, hot although this is not yet consistently applied. • Reflection on learning is evidenced in some classes through plenary activities and working walls. • Significant changes in teaching staff and staff absence continues to be a challenge and has an effect on consistency and quality of teaching.	• Continue to support teachers in improving teaching skills as identified through observations and PRD discussions. • Monitor and discuss LI and SC to ensure they are appropriate, relevant and in 'pupil speak' for the learning taking place. • Encourage staff to peer observe and build on best practice from colleagues including visiting other schools as necessary. (looking outwards). • Monitor, observe and discuss differentiation and extension activities • Embed consistency in the use of online resources to support learning and analysis of data. • Support learning and teaching of staff who have been deskilled due to historical staffing arrangements. • Continue to work with teachers to address inconsistencies in learning and teaching. • Use development time for professional dialogue around pace and challenge. Teachers to share what works.	**3/4**

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Effective Use of Assessment*	**Children** • Most children could talk readily about class displays and what they had been learning. Children in upper classes are involved in planning and creating displays. • Most children are increasingly confident in talking about their learning and next steps. **Staff** • Staff have good understanding of each child's needs, interests and stages of development. This is reflected in both planning and assessment .e.g. In ELC staff are experienced in their respective roles and have a good understanding of each child's needs, interests and stages of development. • A range of assessment strategies are used across the school. This includes standardised assessments, a whole school Big Writing programme and termly spelling and reading assessments. • Assessment feedback is shared with children on a daily basis in a variety of ways and with parents through termly meetings and discussion of learning targets. Some families have opted in to online sharing of assessment. • All ELC families received electronic copies of PLPs with paper copies also being shared if required. • Staff professional judgement is supported through attainment discussions with HT, SfL discussions and moderation with colleagues. • Support for Learning staff use assessment tools to further support learning needs and next steps. Positive liaison throughout the staff supports the work of interventions. • SNSA testing for P1, 4 and 7 demonstrates that most children in the partnership are in line with end of level expectations.	• Revisit focus on Pupil Self-Assessments across schools. • Use of National Benchmarks in both planning and assessment to be further developed as holistic approaches. • Benchmarks shared consistently with children to support learning. • Further development of tracking to raise attainment and to gather evidence to support 'Achieving a level' and predictions of when a level will be achieved. • Investigate options for all parents to be able to share assessments – Sumdog/ Accelerated Reader. • Ensure consistency in feedback and share good practice. • Create feedback guidelines for marking and oral feedback.	**3/4**

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Planning, Tracking and Moderating*	• The local environment is used effectively when planning to help deliver positive outdoor experiences e.g. Carlingwark outdoor activities, local woods/ hills and links with community groups and businesses e.g. Catstrand. • Stage planning and moderation is developing a shared understanding of progress within C for E levels. This is helping with planning for appropriate pace of learning. • A revised curriculum planning tool has been introduced this session in P4-7 based on CfE and linked to the principles of the International Baccalaureate. • Planning is now linked to benchmarks in all curricular areas and offers freedom to follow interests of the children. • Stage overviews are beginning to show breadth of learning to ensure children have access to a broad curriculum and opportunities to develop cross-curricular skills. • Planning and curriculum coverage are accessed through single documents- reducing workload. • Attainment meetings are held to discuss progress in learning and to identify concerns with individual children. • Staff confidence in interpreting data is increasing as evidenced through attainment discussions. • Teachers use Curriculum for Excellence levels, SNSA and CEM data and professional judgement to identify next steps for learning. • ICT is used to support tracking and monitoring and is being used effectively by staff. This also provides HT with a whole school overview. • A comprehensive tracking tool links teacher judgement, predictions and national diagnostic data	• Develop more opportunities for pupil feedback on their learning. • PEF interventions are being monitored and tracked for impact. Identify areas where "Small Steps of Change" developments may lead to greater impact next with interventions. • Ensure time is built into 35 hour week agreement for stage planning, assessment and moderation. • Review Reading, writing and spelling progression plans for August 2019. (Jolly Phonics etc.)	**4**

Quality Indicator (Back to Contents)	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
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• ELC - Every parent also has a termly Care Plan meeting with their child's Key Worker. This strengthens links between home and nursery and helps in the earlier identification of needs and potential additional input if required. • Most children have had opportunities to join after school activities at no family cost. • All staff provide a very good level of pastoral care. • All staff have taken part in Child Protection / GIRFEC training. • Inclusion is a positive feature within the school and Presumption of Mainstream is embedded in all our activities with support as required • Skilled and experienced Learning Assistants support children' learning in conjunction with class teachers. • Support is targeted to enable different groups of learners to achieve e.g. Enhanced transition PEF groups/ individuals. • A range of interventions to address closing the gap have been introduced to support families • School assembly provides support and celebration of • We actively promote fairness and justice in our interactions with children and most children are confident in discuss issues. • Provision has been made to develop Nurturing approaches to support needs of individuals e.g. quiet space, girls group, cooking group etc. • Attendance levels are generally good (current 95% Kells and 94% Dalry) and exclusion has not been used • Almost all children have a positive attitude to school / ELC and to one another. • Mentoring and buddying gives children opportunities to experience responsibility in a meaningful way. • Pupil Voice is being developed through assemblies and classroom activities. • Inclusion is embedded in our practice. We strive to ensure that the curriculum meets individual needs to promote equality and diversity. • See also PEF Interventions Summary.	• Behaviour policy to be reviewed (link to Cluster Priority 4). • Staff to familiarise themselves with National Improvement Framework – national vision for achieving excellence and equity for all • Sustain programme of targeted support – looking at social and emotional skills (PEF input) • Attainment levels in literacy and numeracy remain a central feature of our priorities. • Develop use national benchmarks to evaluate wellbeing curriculum. SHANARRI wellbeing indicators to be linked to learning activities. • Use collaborative time to share approaches to raising attainment with focus on maths, language and health and wellbeing. • Staff to engage with each other to take forward Creativity at all stages of the curriculum • Consider best ways to support learners' digital age – skills based approaches. • Skills for life need to be imbedded across all curriculum areas. • Refresh Equality Training as necessary. • PEF interventions – to be identified for Session 19/20 from data analysis.	**4**

Quality Indicator (Back to Contents)	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
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 communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	• Staff demonstrate a clear understanding of children's needs and how these can best e.g. in ELC there is robust use of Personal Learning Plans and regular setting of next steps. • The ELC programme reflects the importance of meeting the children's emotional, personal and social needs. • Assemblies are used effectively to embrace consistent approaches to celebrating success and recognizing achievements. • Most learners can share readily what and why they are learning and what they need to do to be successful with a task. • School data demonstrates that most children other than those with SfL are attaining appropriate levels. CfE Levels – on track to achieve appropriate level (predicted by end of June 2019) and P1,4,7, SNSA 	Kells (Actual no.)	P1 (4)	P2 (4)	P3 (5)	P4(5)	P5 (8)	P6 (2)	P7 (6)
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Reading %	100	75	100	60	87	100	66
Writing %	75	70%	60	40	75	50	66
List / Talk %	100	100	100	80	100	100	83
Numeracy %	100	100	80	60	75	100	50%
Dalry (actual no.)	P1 (6)	P2 (3)	P3 (7)	P4 (10)	P5 (12)	P6 (9)	P7 (6)
Reading %	100	33	86	90	83	55	100
Writing %	100	33	72	90	83	55	100
List / Talk %	100	33	100	100	100	100	100
Numeracy %	100	33	72	100	91	55	100 | • Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and we are working towards raising attainment. • This year P4-7 teachers have worked closely to plan learning, sharing knowledge and expertise. • Staff are confident at identifying barriers to learning. • Attendance levels 94/95%. Exclusion rate is zero.	• Ensure all staff become more familiar with benchmarking to assist teacher with planning, assessment, tracking and next steps. (high staff turnover in 2018/19) • Further development of ELC and School tracking to develop robust but manageable pupil profiling, including assessment and tracking documentation. Account to be taken of National Benchmarks statements. • Lack of resources to help tackle barriers to learning - No SfL teacher for half the year • Sharing and evaluating the impact of achievements on community. • ELC - Establish shared linked tracking and target setting with school to map child's journey. • Increased Attainment levels in literacy and numeracy remain a central feature of our priorities through consistency of approaches and clear policy. • Develop writing programme that identifies progression of skills, linked to Benchmarks. • Skills for life and skills need to be imbedded across all curriculum areas • Create Positive Destination displays.	**4**

Quality Indicator (Back to Contents)	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
2.2 Curriculum: Theme 3 Learning Pathways	• The ELC programme reflects the importance of meeting the children's emotional, personal and social needs. • Most staff are becoming more adept at considering differentiation of work to suit the needs of individual learners. • Use of ICT to enable all children to access learning is improving and most children can access a number of programs independently. • Almost all children can log onto computers and glow and use programs independently – e.g. Sumdog • Most classes have engaged in enterprising activities from ELC through to P7. • The Rationale for the curriculum is based on shared values, which is highlighted in our curricular overviews - we have a broad curriculum and learning experiences. • Planning format shows progression. Staff have a clear overview of progression of skills and knowledge and understanding in each curricular area. • Progression planners show coverage of Es and Os and the benchmarks through discrete and Inter Disciplinary learning. • Staff have high expectations and a commitment to delivering the best educational experience for children. • In house training in Learning and Teaching twilights has enabled staff to consider teaching strategies and improve the level of pace and challenge in maths and language. • When appropriate discrete 'topics' e.g. Science are introduced to ensure breadth and balance. • There is an annual focus on Scots Language at both schools and P7s lead on celebrations of Burns Culture. • Class learning activities are shared through letters, the Glenkens Gazette and other events.	• HT monitor and work with staff to ensure differentiation is effective. • Continued development of revised planning format to reflect children's interests. Use topic planner to identify any 'gaps' in breadth and balance. • Ensure all new staff are familiar with national benchmarks and use them to inform planning. • Consider how Outdoor Learning should be embedded across all levels in a meaningful manner. • Encourage more self-evaluative comments from children, parents and staff to inform curricular development through development of dot-matrix, questionnaires and post it displays. • Develop social media outlets to share learning with parents.	**4**

Quality Indicator (Back to Contents)	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
2.7 Partnerships – Theme 3: Impact on Learners • *The impact of parental involvement on improving children and young people's learning.*	• ELC - every parent has a regular Care Plan meeting with their child's Key Worker. This strengthens links between home and nursery and helps in the earlier identification of needs and potential additional input if required. • There is positive inclusion of children with ASN into mainstream classes. Parent feedback at Child's Plan meetings is positive about the commitment of staff to inclusion. • Celebration of achievement and positive school ethos is shared with families through certificates etc. • Positive relationships with most parents are established early in school life e.g. Information sessions; open door policy; approachability with staff. • School creates opportunities for Parental Involvement e.g. Parent Council, open, Open Afternoons, sporting and cultural events and class visits Attendance at Parents Evening/ Target Setting meetings is usually good. Across the schools the average 75 -80% • Communication with parents on their child's attainment / progress through Targets setting, Learning Conversations, Concerts, sharing assemblies, Reports, Open door Policy, Celebration of Learning Events, home / school diaries • Good Communication with teachers and outside agencies • A homework policy was devised with parents to ensure a wide range of views were taken into account. Parents can either opt into or out of homework.	• Need to develop parental involvement and engagement further in SIP priorities. • Use links in the Community more effectively and more often to enhance learning and establish strong relationships. • Wider representation would be welcome at Parent Council gauge a broader range of views • Further develop opportunities for Parental Involvement • e.g. re-establish PTA, increase representation on Parent Council, and further develop open afternoons, Friday 31 activity helpers, School App, Facebook, celebration assemblies and class visits.	**3**

Quality Indicator (Back to Contents)	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
School QI **2.5 Family Learning** • *Engaging families in learning.*	• ELC shares learning through Big Book planner and this session with very effective use of Facebook page. This has recently included home/ELC interaction with sharing photographs. • ELC assemblies – format was changed to a more relaxed 'stay and play' format, which parents appreciated. Positive comments from parents – see Nursery feedback. • Newsletters and the Facebook page keeps families informed of learning activities. Almost all parents attend functions and discussions with the staff when practical. • Some classes have regular parent helpers and also members of the community Reading Buddies/ Librarian. • Following an audit of homework new policies were drafted and have been introduced giving parents greater autonomy over what, how much and when homework takes place. • Nursery and P1 Information sessions provide parents with information and reassurance about children starting phases of education. • Sharing learning afternoons encourage parent to learn together. (Christmas Craft afternoon – story writing afternoons etc).	• Consider how PEF funding can be used to support wider achievement activities for 'hard to reach' families. • Consult parents on parent/ target setting meeting timetables • Consult parents on what help they would like to support home learning and what type of workshops would be helpful. • Gauge parent willingness to engage in small group sessions – e.g. story time sessions with parents taking groups following modelling by the teacher. • Develop use of technology to further enhance reporting/ sharing with parents.	**5 - ELC** **4 – K/D**

Quality Indicator (Back to Contents)	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
School QI **2.5 Family Learning** • *Early intervention and prevention*	• ELC Care Plans are effective in identifying early intervention priorities. • PEF funding has enabled staff training to deliver TLQ Closing the Literacy Gap, Fast Forward, and Numeracy interventions across the schools. • Pupil inclusion in activities e.g. residential visits is high. Activities are made affordable for all. Pupils are not excluded for financial reasons. • Links with local groups have provided funds to support • A dedicated nurture space in each school provides opportunities for quiet space, small group life skills and breakfasts. • Child's Plan Meetings led by the school facilitate involvement from other agencies. • Children are targeted depending on individual needs. • Poverty and equity is a factor in consideration for nurture activities and all families were consulted.	• Audit children's access to IT to ensure children are not disadvantaged. • Identify PEF funding to further reduce barriers to learning and lack of equity	**5 – E LC** **4- K/D**
• *Quality of family learning programmes*	• To be developed. For session 19/20	• PEF funding session 19/20? • Identify family learning priorities with parents, create and develop programmes. • Monitor and evaluate impact	**3**

School Improvement Plan 2019-20

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.

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)
Priority 1 - Cluster Modern Languages **NIF Priority** Improvement in employability skills and sustained, positive school-leaver destinations for all young people**.** **NIF Driver** 3, 4 **HGIOS? 4 / HGIOELC? QIs:** 1.2, 1.3 2.2, 2.3, 2.4 3.3	All learners to continue building confidence in acquisition of French as L2 language. P3-7 now working on P4 core programme. All learners in P5-7 to continue exposure to L3 language with a focus on culture. This will continued to be developed to create a 3 year rolling programme (short-term IDL topic) with a focus on Spanish culture (number and sports/hobbies) for year 2. Target is to have 85% of staff more confident in their knowledge and understanding to deliver a Spanish culture topic. Pupil confidence will also be evaluated in May 2020 following learning and teaching.	To embed L3 – year 2 of the 3yr rolling programme with a focus on vocabulary and culture, delivered as an IDL block (numbers & sports/hobbies). Time to be allocated to allow second level teachers to collaboratively plan IDL learning. Training (if available) to be opted into on a voluntary basis by teaching staff.	INSET Session in Feb 2020 to allow for second level teaching staff to come together and plan IDL topic. Highlight online training to staff for personal development – ongoing from August 2019.

Improvement Area Back to Contents	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)
Priority 2 – Cluster inc ECL **Technology Skills, Knowledge and Understanding** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 4 **HGIOS?4 / HGIOELC QIs:** 2.2, 2.3, 2.4 3.2, 3.3	To improve the quality of Technologies learning and teaching through building staff confidence in teaching of Technology skills. This is expected to have a positive impact on both learning opportunities for children and developing their science skills and understanding. A further target is to evaluate and review current Technology curriculum and identify those areas which staff may be less confident in teaching and/or due to a lack of resources and equipment. These areas will then be focus for future development. Evaluation by Cluster Moderation 2019/20 will be Holistic assessment Literacy, Numeracy and Technology e.g. Functional Writing, Data Handling, Measure, building a model, creating a recipe, etc. A target will be identified following results of staff confidence survey (e.g. area of focus). Aim is to boost teacher confidence by sharing simple ways of introducing technology enquiry into the classroom and also to promote child-led enquiry (link in with Science Enquiry training form 2018/19).	Baseline survey of staff confidence will be carried out in June 2019. Revisit current technology opportunities / activities / programme to evaluate breadth, depth, balance of the curriculum. Link with STEM Team to provide appropriate CLPL opportunities (cluster / regional). Investigate example of good practice for technologies (e.g. programmes of study, resources etc.) and trial on a small scale, with a view to roll out across cluster in Year 2 (e.g. digital technologies @ Hardgate, Early to Second coding @ CDPS, Greenscreen, food technologies). Create a cluster bank of STEM IDL activities to support moderation. CLUSTER MODERATION: Literacy/Numeracy through Technologies contexts.	Collegiate Session (x2) for moderation and Collegiate session for sharing practice (x1 Term 3) Microsoft Educator Community Sessions with STEM Team through regional CLPL calendar.

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Improvement Area Back to Contents	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)
Cluster Priority 3: Numeracy **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	School CfE Predictive Attainment Data 2020 	School	P1 (% at or above)	P4 (% at or above)	P7 (% at or above)
CD	70%	62%	73%
HLS	80%	95%	77%
CG	100%	40%	77%
GP (D/K)	80%	83%	72% | Raise attainment over time in numeracy, based on attainment data and self-evaluations in each of the cluster schools/partnerships, for all children. **Children** Children have a stronger understanding of mathematical concepts and can apply these to new situations and linked skills. Children become confident, numerate learners. **School** Increasing teacher knowledge and skills in the teaching of numeracy enthuses teachers and children. **Sumdog** used by children to independently rehearse and develop skills and understanding with high levels of accuracy See PEF intervention sheet	Staff training – Developing Number Knowledge (DNK) in February Higher level of staff training for all staff to use Sumdog as a diagnostic tool and to set appropriate challenge activities for all children. LAs trained to use numeracy interventions by SfL teacher. Policy for mathematics revised/ reviewed/ developed as a result of DNK training. Use baseline data to prove improvement in attainment. Use Sumdog and SNSA diagnostics to support targeted learning for groups and interventions. PEF used to provide LA support to children requiring intervention Create a working party to look at existing Cluster plans for numeracy and to tweak to include the Local Authority's DNK Framework (Feb 2019) Measure impact on teacher confidence before and after training – questionnaire or similar Measure impact on learning using the Hinge	**Lead: All HTs** **Feb INSET – 2 days for Developing Number Knowledge** **2 Collegiate Sessions for Sumdog Training / DNK** **Resources: Subscription Cost for Sumdog (£1.50 per pupil)** **DNK Training (£225 per person)**

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		Question assessment before and after a six week block of work with a group of target pupils in each class.	
Improvement Area Back to Contents	**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)
Cluster Priority 4: Respect for All (including anti-bullying policy & practice) **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 2.1, 2.2, 2.4, 2.6, 2.7 3.1, 3.2	All children will benefit from consistent approaches and processes (Respect for All) across the cluster when dealing with incidents of bullying (in line with regional and national guidance). Improved, consistent understanding from all stakeholders around the promotion of positive relationships and behaviour as a form of communication. Children will develop strategies to support increased resilience and assessing risk, leading to improved self-esteem and relationships, building on positive ethos within schools.	Policies to be reviewed and updated through consultation with all stakeholders. Training organised: SEEMIS Bullying module, behaviour management training Evaluation Activities: Focus Groups, Pre/Post surveys, HT Cluster discussions. *Standing item on Cluster Meetings	**Lead: All HTs** **Training: Pivotal Training (£14 per person) (August INSET x1)** **Emotion Works Training (August INSET x1) targeted training.** **Collegiate Sessions within own schools to evaluate own practice and develop revised policy.** **Respect for All Practitioners Toolkit Resources**

Improvement Area Back to Contents	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area

School Priorities School Priority 1	Children:	• Review Ethos and Aims with all stakeholders in relation to Respect for All. Training for all teachers - Paul Dix(Cluster Priority 4)	HT lead through WTA, monitoring and observation.
Learning and Teaching and Raising attainment in Literacy and Numeracy	• Children are engaged and have high expectations of themselves and their learning.	• Continue to analyse and use data to identify gaps in learning, target groups for intervention and next steps.	
NIF Priority	• Children can talk about their learning and can transfer skills to other areas of their learning.	• Further develop consistency across the schools for planning and assessment and moderation.	
• Improvement in attainment, particularly in literacy and numeracy;	• Children are articulate and are partners in their learning.	• P1-3 teachers & ELC to work together to develop shared approaches to learning and Teaching.	
• Closing the attainment gap between the most and least disadvantaged children;	• All children make good progress and achieve relative to their starting points.	• ELC staff to complete tracking for ELC children based upon benchmarks and progression plans.	
NIF Driver	• Children are tracked from Nursery through to P7 and data can be used to predict achievement.	• ELC staff to liaise with P1 teachers to provide information for benchmarking in	
• School leadership	• Data is used to ensure learning trajectories are not interrupted by transition; learning is a continuation from accurate judgements based on assessment evidence.	• Further embed consistency of good teaching and learning through development of clear policies for Teaching and Learning, Reading, writing numeracy and Mathematics and Mental Maths.	
• Teacher professionalism • Parental engagement	**Staff:**	• All teachers to identify an area of practice in relation to learning environments, implement change and share practice – Links to PRD	
• Assessment of children's progress • School improvement • Performance information	• Staff are highly motivated and confident. • Teaching and Learning for all children is at least good across Literacy and Numeracy.	• Ensure all teachers fully trained and confident in using IT resources to support children's learning. (Cluster Priority 3)	
HGIOS4 / HGIOELC QIs: 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC) 2.7 Partnerships – Impact upon learners	• Teachers use data confidently to plan next steps for all learners. • Teachers confidently use benchmarks to assess children's levels and next steps • Learning Assistants are partners in supporting interventions. • Teachers plan cooperatively, cohesively and share good practice.	• Audit of parents to establish what aspects of support they would like and family learning and workshops to be planned implemented and evaluated.	
	Parents: • Parents' engagement with children's learning through attendance at family learning/ events and workshops increase over the year. • Positive parental feedback.		
Improvement Area	**Outcomes for Learners / School**	**Key Tasks**	**Planned Management of**

	Community		Improvement Area
School Priority 2 Curriculum **NIF Priority** Improvement in employability skills and sustained, positive school leaver destinations for all young people **NIF Driver** • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information **HGIOS 4 / HGIOELC QIs:** 1.3 Leadership of Change, 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC)	**Children:** • Children are partners in their learning and take responsibility for their learning. • Children's learning is truly based upon personalisation and choice, guided by teacher knowledge and expertise. • Children understand their learning journey and can articulate this. **Teachers:** • Planned units of learning have a clear outcome agreed by children and teachers with holistic assessments being used as evidence of learning. • Teachers use progression planners and CfE benchmarks confidently to make judgements relating to achievement. • Teachers plan units of learning with the children and guide children with personalisation, choice. • Teachers confidently use a range of strategies and learning environments to support children's learning.	• Children continue plan ideas for learning with teachers. Teachers guide where learning needs to lead to using the benchmarks across the curriculum. • Teachers use Holistic assessments as a destination to assess children's deeper learning and transference of skills. • Teachers continue to look for opportunities to use other environments for learning. Teachers to look for opportunities to plan for wider experiences within units of learning. • Monitoring of curriculum planning and development by HT • Evaluate the value of the Kells pilot and plan for further development. Investigate the possibility of bringing aspects of outdoor learning/ forest schools to Dalry. • Primary 1-3 curriculum at Kells and Dalry to be brought together and teachers to work together on planning opportunities which encourage play and investigation. •	PTs leading on planning of curriculum. HT overseeing work of PTs.

Improvement Area Back to Contents	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
School Priority 3 Parental Engagement **NIF Priority** Improvement in employability skills and sustained, positive school leaver destinations for all young people **NIF Driver** - School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information **HGIOS 4 / HGIOELC QIs:** 1.3 Leadership of Change, 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC) See PEF Project Planning Sheets 1 – Literacy 2 – Numeracy 3 - Nurture	- Parents have a greater understanding of the "what and how" of teaching and Learning. - Parents attendance at workshops and curriculum events increased. - Parents have a toolbox for supporting their children's learning. - Increase in parents volunteering in school as a result of increased engagement and confidence in supporting children. - Increased engagement of parents of more hard to reach families working with school to reduce barriers to learning.	- Audit children's access to IT to ensure children are not disadvantaged. - Identify possible PEF funding to further reduce barriers to learning and lack of equity following audit of children and families. - Identify family learning priorities with parents following audit of need, create and develop programmes. - Monitor and evaluate impact of parental engagement. - Continue to work with parents to develop the playgound and outdoors.	HT/ PTs lead on developing strategy.

PEF Project Planning Sheet 1 – Literacy			
Planned Expenditure (to accompany Improvement Plan) *Back to Contents*			
Cluster / School	**Glenkens Partnership – Kells Primary/ Dalry Primary**		
Rationale for and brief description of Project	**Rationale: Closing the Literacy Gap/ Fastlane** Children have been identified as falling behind with reading and literacy for numerous reasons require support to improve literacy skills, thus access to the curriculum. Project: Closing the literacy Gap & Fastlane projects		
Baseline measures (gap) What evidence do you have that tells you intervention is needed?	Data from teacher assessments/ SNSA identify children requiring support		
Proposed Interventions	Identified children to undertake either Closing the Literacy Gap or Fastlane in order to accelerate reading and literacy skills. This will be lead and supervised by the HT and SfL teacher and completed by Learning Assistants		
Impact Measurement What evidence will tell you if the intervention has made a difference?	Start and end of intervention assessments will ascertain levels of improvement in attainment. Pupil and parent questionnaire will ascertain confidence and motivation differences.		
Project Lead	PT HT/ SfL teacher		
HGIOS4 QIs	**NIF Priority** Improve Attainment in Literacy & Numeracy, Improve Health & Well-Being **HGIOS?4 / HGIOELC QIs:** 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2		
PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**	1 day termly supply cover for analysis	£800
	Additional posts (School/Ext) Remit for post	2 General PEF assistants – Linked to other literacy and numeracy interventions Priorities –15 hours per week Dalry, 8 hours per week Kells. This will vary depending on the number of children accessing support and other intervention groups for literacy and numeracy taking place in each school	
	Partner Services		
	Resources/ Equipment/ Materials		
	Other	No cost – resources already sourced/ Learning Assistants trained	

		Amount (staff time is combined with PEF Priorities 1-3)	

PEF Project Planning Sheet 2 – Numeracy

Planned Expenditure (to accompany Improvement Plan)   *Back to Contents*

Cluster / School		**Glenkens Partnership – Kells Primary/ Dalry Primary**	
Rationale for and brief description of Project		Rationale: Developing Number Knowledge Sumdog and SNSA data shows gaps in number knowledge for children. Basic skills gaps are a barrier to transferring of skills and problem solving. All staff to have training on Developing Number Knowledge SFL teacher to train Learning Assistants in implementation of Closing the Numeracy Gap	
Baseline measures (gap) What evidence do you have that tells you intervention is needed?		SNSA data – school assessments, baseline data from Sumdog of basic mathematical	
Proposed Interventions		Children to receive intervention in small group and where necessary, individual interventions to address gaps in mathematical skills.	
Impact Measurement What evidence will tell you if the intervention has made a difference?		Further assessment and Termly Sumdog diagnostic data. Analysis of improvements of SNSA diagnostic data Increase in the number of children being able to talk about their number knowledge and apply skills to problems.	
Project Lead		PT/ HT	
HGIOS4 QIs		**NIF Priority** Improve Attainment in Literacy & Numeracy, Improve Health & Well-Being **HGIOS?4 / HGIOELC QIs:** 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2	
PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**	1 day termly for collation and analysis of data	£800
	Additional posts (School/Ext) **Remit for post**	2 General PEF assistants – Linked to other literacy and numeracy intervention/ PEF Priorities –15 hours per week Dalry, 8 hours per week Kells. This will vary depending on the number of children accessing support and other intervention groups for literacy and numeracy taking place in each school.	
	Partner Services		
	Resources/ Equipment/ Materials	**Training at £225 per person x 11**	£2250

Other	
	Amount (staff time is combined with PEF Priorities 1-4)	

PEF Project Planning Sheet 3 - Nurture

Planned Expenditure (to accompany Improvement Plan) *Back to Contents*

Cluster / School	**Glenkens Partnership – Kells Primary/ Dalry Primary**
Rationale for and brief description of Project	**Rationale: Positive Relationships Training** • Some children in the Glenkens Partnership have negative images of themselves and school. Almost all of these children have other barriers to learning. Research shows that children are more likely to achieve to their potential when they enjoy learning and the learning environment encourages them. • Research also shows that adult influences have a direct impact on children's learning. Adults are pivotal in providing a nurturing environment for all children. • More widely, relationships at all levels should be reviewed to ensure that there is equity for all children. Most children enjoy school and achieve well. • Scotland wide review "Respect for All" requires all schools to review behaviour and bullying policies. All teachers and adults in school will receive In-service training from Pivotal training based on the work of Paul Dix – "When adults Change, Everything Changes." Three teachers will also receive the Emotion Works training. From this we will work with children and parent groups to adapt the culture in school to ensure the consistency of approach is that the culture of the school provides equity for each individual's emotional needs, removing negativity towards school as a barrier towards learning. All adults in each school have a clear understanding of the ethos where everyone is treated with respect regardless of challenges. An updated policy and anti-bullying policy will be completed by the end of the project.
Baseline measures (gap) What evidence do you have that tells you intervention is needed?	Simple discussion data confirms that most of the children who struggle in school have negative attitudes towards school and learning. There is inconsistency in how individual children are dealt with and inconsistency in how situations are dealt with. (An emotional wellbeing audit will be undertaken for all children at the beginning of the project. Data from this will be analysed and target children will be monitored termly. An end of project emotional wellbeing audit.) (Incidences of antisocial behaviour including what children perceive as bullying will be logged throughout the project to ascertain if there is a positive impact on frequency)
Proposed Interventions	Further nurture approaches will be considered for those where a change in ethos is not having an effect.

Impact Measurement What evidence will tell you if the intervention has made a difference?		An audit of emotional wellbeing will be taken at the beginning of each term with the children and a questionnaire to parents. Identified children's progress will be analysed in comparison to 2018/19data and baseline assessments in literacy and numeracy will be compared to end of year assessments to look for at least expected progress.	
Project Lead		HT and PTs	
HGIOS4 QIs		**HGIOS 4 / HGIOELC QIs:** 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC)	
PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**	Funding hours for playground supervisor to attend training x 2 days 1 hour staff meeting time per term.	£120
	Additional posts (School/Ext) **Remit for post**		
	Partner Services		
	Resources/ Equipment/ Materials	**Pivotal training for all frontline staff Adults Change……13x £14 Emotion Works training 3x£14**	£240
	Other		
		Amount (staff time is combined with PEF Priorities 1-4)	£360

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CPD Programme : 2019-2020

Week beginning	Time Resource	Improvement Priority		
19/8/19 and 20/8/19	INSET	**Cluster**	4	**Positive Relationship Training (Pivotal: 19/8/19 & Emotion Works 20/8/19)**
4/11/19	2	**Cluster** *ELC*	**2**	**Technologies: Sharing good practice** (Bringing good practice / Something I want to try!) *ELC Cluster Meeting (Time allocation / date tbc)*
6/1/20	INSET			**TBC**
13/1/20	1.5	**Cluster**	2	Moderation Planning (Literacy / Numeracy & Technology)
20/2/20 and 21/2/20	INSET	Cluster	3 1	Developing Number Knowledge Training (Nur-P1: 1 day & P2-P4: 2 days) P5-7 Staff: Time to develop L3 (Spanish) IDL sessions
2/3/20	2 hours	Cluster	2	Moderation Activity (Review Session)
11/5/20	2	Cluster	3	Developing Number Knowledge Review / Spanish Review

Other School Development and Self-Evaluation Activities	
Week beginning	Focus
2/9/19, 13/9/19, ,	Pupil Progress Meetings / Planning discussions
30/9/19, 7/10/19,.	Target setting with parents/ children
16/9/19	Drop in observation – LI/SC, Blooms and Hots differentiation evidence, environment
28/10/19	Writing scrutiny – policy
2/12/19	Discussion with children – writing talk
16/9/19	Drop in observation – LI/SC, Blooms and Hots differentiation evidence, environment
20/1/20, 31/1/20	Pupil Progress Meetings / Planning discussions
3/2/29, 10/2/20	Target setting with parents/ children
13/1/20	Spelling scrutiny – policy
13/1/20	Discussion with children – spelling talk
24/2/20 – 2/3/20	Formal Lesson Observations TBC
16/3/20	First evaluation of Developing Number Knowledge
27/4/20 8/5/20	Pupil Progress Meetings / Planning discussions
27/4/20 – 31/5/20	SQUIP evaluations/ SIP prep
11/5/20 – 8/6/20	Reporting
8/6/20 – 19/6/20	Pupil Progress Meetings, Attainment analysis

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