

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

School: Gretna Primary School & Nursery

Date: May 2019

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

At Gretna Primary School, we strive to:

- provide an emotionally safe and secure learning environment where children are nurtured to become confident, caring and respectful citizens.
- create an ethos of high expectation and shared standards where pupils are supported and challenged in their learning.
- celebrate and reward successes and achievements so that all individuals are encouraged and feel confident to achieve their personal best.

We will:-

Encourage our pupils to fulfill their potential by:

- providing rich and varied learning opportunities.
- develop attitudes that value learning.
- encourage children to take a pride in all they do.
- provide a safe learning environment to allow our pupils to learn from mistakes.

Develop self confidence and self-esteem in our pupils by:

- encouraging independence.
- being involved in decision making.
- valuing opinions and ideas.
- valuing children as individuals.
- celebrating individual attainment and achievement.

We will:-

Inspire our pupils to develop a sense of responsibility towards each other and our local community by:

- encouraging pupils to take responsibility for their actions.
- instilling a sense of respect for themselves and others.
- continuing to develop a sense of pride and belonging to our local area.
- demonstrating and promoting social inclusion.

We will:-

Support our pupils to play an effective role as a member of our community by:

- developing skills in order to interact effectively with others.
- encouraging pupils to voice their opinions respectfully and value those of others.
- praise and reward pupils as appropriate.
- providing opportunities for our pupils to develop non vocational skills.

With staff, pupils and parents we reviewed our values in August 2018:

- Belief
- Respect
- Independence
- Confidence

Review Date: September 2019

Review Activities (as appropriate): Invite a group from the parent body to discuss VVAs for the school and Nursery (ELC). This should include the newly appointed Nursery manager. Discuss SIP priorities with our partners and use their feedback. Review activity with the Pupil Council (Mrs Redden, DHT). Feedback from staff at August meeting.

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)
<p>School Priority 1 Raising attainment and achievement in Literacy.</p> <p><i>75% of all pupils will achieve national expectations in Reading & Writing by June 2019.</i></p> <p>NIF Priority Improvement in attainment Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Drivers Performance information Assessment of children's progress</p> <p>HGIOS?4 / HGIOELC QIs 1.1 1.3 2.3 3.2</p>	<ul style="list-style-type: none"> All teaching staff attended 'Talk for Writing' training in August. This will be the whole school approach to the teaching of writing in August 2019. Peer observations focused on writing; this shared elements of good practice across the school. Tracking and monitoring in place for reading and writing. IDL purchased and ready to go, targeting individuals with gaps in their learning. Huge improvements in levels of attainment in talking and listening (TLQ) in nursery. Across the school, most children are making appropriate progress but there remains a need to address a slowing of pace and challenge towards the end of first level. A few high attaining children are making very good progress through second level. Children requiring support in literacy are making appropriate progress. The majority, 91.6%, will achieve early level in writing by P1; 95.8% listening and talking; 91.6% in reading. Predictions also show by P4, 72% of children will have achieved first level in listening and talking; 67% in reading and 67% in writing. In P7, predictions show that 71.8% will achieve national expectations in listening and talking; 66.7% in reading and 66.7% in writing. 	<ul style="list-style-type: none"> Continue to develop, review and tailor the approach to writing across the school. Quality assurance calendar will look closely at writing next year as the focus for SMT feedback. Investigate the dip in attainment at P3

<p>School Priority 2 Wellbeing, equity and inclusion</p> <p>NIF Priority Improvement in children and young people's health and well being</p> <p>NIF Driver School improvement Assessment of children's progress Parental Engagement</p> <p>HGIOS 4 QIs: 2.5 2.7 3.1 3.2</p>	<ul style="list-style-type: none"> • Partnership working between Gretna and Cummertrees/Carrutherstown Partnership and Health Improvement teams working in the cluster allowed the school to participate fully in the 'Shelf the Sugar' pilot.' • Pupils and parents have developed their understanding of a healthy diet and increased their knowledge and skills to enable them to make healthy food choices. • School has been awarded Silver Award: 'Attachment, Trauma and Sensitive Schools Award'. May 2019 • Staff have developed a knowledge and understanding of restorative conversations; teacher- pupil, through review of our behaviour policy. • School now has an effective relationships policy, in line with current thinking around attachment and trauma and self-regulation. • Staff are supported in their work around attachment and trauma. • Staff are able to access 'supervision/ twice monthly in school. • Some parents have been supported by trained Sleep Counsellors on staff to establish good sleep routines for their children. • Parents have a better understanding about the work of the Nurture Base, after visits to the Den throughout the year. • All children in P2 have done the Boxall. Teachers have been given time this session to administer the profile, and to scrutinise the results. • A whole school nurturing approach is almost embedded. 	<ul style="list-style-type: none"> • Continue to work towards Gold Award. • Widen network of contacts with schools in the same situation as Gretna (<i>St Ignatius, Wishaw</i>). • Become a Beacon of Best Practice for other schools working towards Attachment and Trauma Sensitive Practice • Continue to develop a whole school nurturing approach. • Continue Breakfast Club sessions. PEF
<p>School Priority 3</p> <p>Digital Learning and Teaching Strategy for Scotland (STEM) NIF Priorities: Improvement in attainment. Closing the attainment gap between the most and least disadvantaged children. Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p> <p>NIF Drivers: Parental engagement Assessment of children's progress</p>	<ul style="list-style-type: none"> • Progress has slowed as project lead has been absent from school. • Our laptops have not worked for three weeks; therefore pupils' access to technology has been limited in term 3. Our network has slowed down again too. • Increase in professional skills and capacity of teaching staff – specifically in increased knowledge, understanding and professional skills in the teaching of and with digital technologies. Most staff have engaged with training offered at Gretna by the Raise Team. • Digital technology will be a central consideration in all areas of curriculum and assessment delivery, hopefully next session when plans are complete. • School has engaged with Raise Team and Education Scotland (George Milliken) to take the 'Digital Schools Award' forward. Process slowed due to staff absence. 	<ul style="list-style-type: none"> • Progress the Digital School's Award'. • Develop in line with DYW

<p>HGIOS?4 / HGIOELC QIs 1.2. 1.4 2.2 2.7 3.</p>		
<p>School Priority 4</p> <p>Enhancing Learner Participation</p> <p>NIF Priority Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p>NIF Driver: Parental Engagement School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.2 1.3 2.2</p>	<ul style="list-style-type: none"> • Pupils have learned about their right to participate voluntarily in decision making and participate in school improvement through a variety of ways of expressing their views. • Pupils have more of a say in shaping educational provisions in our school. • Pupils learn through participating in decisions within a wide variety of activities and processes; the weekly HGIOURS questions allows children to think about our school. • Staff have a shared understanding of what 'Learner Participation' means through participation in a collegiate session and completing the readiness quiz (Education Scotland). • Stay, Play and Learn sessions were carried out over term 1. It was felt that it would have been just as beneficial for the class teacher to run these sessions so she has done so for the next three terms. • School Facebook has over 450 users. • School app has been bought and is now being used. 	<ul style="list-style-type: none"> • More pupil (and community) involvement with setting and developing school priorities. • Develop the role of the House Captains and Pupil Council next session.
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p>Developing a whole school nurturing approach and achieving 'The Attachment and Trauma Sensitive Schools Award SILVER level - Attachment and Trauma Friendly'.</p> <p>Sensitive interventions and nurturing principles as well as visible consistencies are evident across our school. Additional supports are focused appropriately on a few identified learners who have barriers to learning. Residential trips for children in Primary 6 and Primary 7 helps them to develop skills such as team working and outdoor learning. No child misses out on this opportunity due to poverty. Pupil Equity Funding (PEF) has enabled us to provide additional support for identified children who may have barriers to learning. Our staff demonstrate a clear understanding and detailed knowledge of children who face barriers due to socio economic circumstances. All staff know the pupils, their families and community very well. This knowledge and understanding of any potential barriers or disadvantages supports staff to ensure that all children are treated fairly and with equity. Additional staffing is facilitating a full time nurture class, 'The Den', and all staff working within the Den are highly trained. The impact of the nurture intervention is measured through Boxall Profiling.</p> <p>Whole school strategies and approaches are beginning to improve the life chances of our children as Boxalls show marked improvement in all children who have experienced interventions. Working towards the silver award with Dr Nock has really focused our efforts on building on the bronze award criteria, embedding practice and developing relationships with children. We are now aiming to achieve gold standard this next session.</p> <p>Boxall Profiles of children getting specific interventions show huge improvements. Where there has been a dip, staff are able to discuss reasons for this.</p>	

Breakfast Club (and activity sessions).

Increase in attendance this session: 27% of children attend Breakfast Activity Club. Our kitchen report that numbers this year have increased at Breakfast Club (breakfast only, no activity sessions); on average 34% attend as opposed to 22% last session.

Early Years Scotland: Stay & Play

This ran in school for term one; attendance was low and did not pick up as term progressed. It was decided, in consultation with staff involved, that it was not sustainable and P1 teacher agreed to run sessions herself, with parents interested in continuing.

Develop a school website/App

We have a new app up and running, linked to the school website. This has been very positive in terms of parents getting instant news to their smartphone. With another year purchased, Survey Monkey has linked well to the app and has meant that return for surveys have also increased in number.

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
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>Staff understand and take into account our social, economic and cultural context. Staffing shortages and cuts have meant that we are not meeting the needs of all learners; this does not sit well with us here.</p> <p>There is an ethos of mutual respect based on positive relationships in the school.</p> <p>Most staff plan and manage the pace of change very well. Most take collective ownership for school improvement and support one other very well in a culture of collegiality. There is a better planned approach to self-evaluation to inform school improvement this session.</p> <p>Our approaches for formally monitoring and evaluating are not effective enough so far this session. This is mainly due to additional challenges from challenging pupils and less support staff. Increased staffing has meant a better, calmer environment and it is SMT's intention to pick up on the QA calendar. (Evaluative activity such as monitoring teachers' plans, children's work and observations of the quality of teaching and learning)</p> <p>We have worked on our vision, values and aims through engagement with staff, parents and pupils, reviewed again this session.</p> <p>Our pupils are taking an increased role in leading change, using How good is OUR school? (2018) to support improvement in learner participation in self-evaluation on a weekly basis.</p> <p>Staff take very good account of this when tracking children's progress and attainment and in the interventions they apply to ensure children are supported to achieve their best.</p> <p>PEF Interventions such as support for children with attachment and trauma related difficulties and training for staff in approaches is leading to improved attainment and better engagement in learning. Nurture has had a very positive impact on the behaviour and engagement of pupils working in our base (The</p>	<p>There is a need to increase the pace of implementation of national priorities such as Developing the Young Workforce (DYW), and Career Education Standard 3-18 (CES). All staff need to have a better understanding of national improvement priorities and the implications of this on their practice.</p>	<p>3</p>

	<p>Den).</p> <p>The school has recently achieved the Attachment & Trauma sensitive Schools Award (ATSSA) Silver Award. Assembly programme this term has reinforced the school values. Pupils take on leadership roles within the school through Pupil Council. Staff have begun to look at Education Scotland's 'Learner Participation' materials.</p> <p>Staff take the lead in school development, where possible and appropriate. Staff and partners lead extra- curricular clubs as well as offering pupils opportunities to go on residential and curricular trips. Regular discussions between staff and the SLT have a strong focus on raising attainment and expectations. Over last session there has been a stronger emphasis on robust tracking and monitoring of children's learning. These discussions help to build staff knowledge and confidence to help them in planning, tracking and assessing children's learning. We have very strong partnership working. Support and interventions with partners are very well planned to meet the universal and individual needs of children. Staff value the input of partners and every opportunity is taken to include them in whole school events and activities such as parent's evenings, induction days for P1 children and school assemblies. Staff routinely seek the views of partners as part of their self-evaluation approaches. Staff learn from each other through informal drop ins to classes and through sharing of good practice.</p>	<p>All staff now need to develop this further to ensure there is a consistent focus on ensuring consistently high-quality learning and teaching across the school.</p> <p>More involvement of partners in school planning.</p>	
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<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Positive relationships between staff, children and families. Our school has a very caring and nurturing ethos. School has recently developed, in partnership with staff, pupils and parents a new 'Supporting Social and Emotional Development through attachment informed and relationship led practice' policy.</p> <p>The majority of our children show confidence and are happy here.</p> <p>Across the school, children who require additional support for learning are supported well by a very experienced and skilled ASN team.</p> <p>Most children are motivated and well engaged with tasks; these are, on the whole, appropriately differentiated and match children's needs.</p> <p>Self and peer assessment happens (but is not consistent)</p> <p>Good feedback to children on their learning in most classes. We listen to children's' views, and children know this.</p> <p>All children get the opportunity to contribute to the life of the school.</p> <p>Children enjoy the weekly HGIOS Challenge question.</p> <p>Teachers know their children well; they provide inclusive and supportive learning environment.</p> <p>Teachers have meaningful, termly and focused professional dialogue with SMT. These meetings are effective in identifying appropriate interventions for children who require support and / or challenge.</p> <p>Teachers / Support staff have a detailed understanding of the needs of all the children.</p> <p>Health and wellbeing of the children is of high importance to the staff at Gretna. They strive to ensure our learners are ready to learn.</p> <p>Pastoral notes are updated regularly/daily, when appropriate by all staff.</p> <p>The school has participated in moderation within their cluster and in inter-authority moderation.</p> <p>Relationships between practitioners in the nursery and children are kind and caring. As a result, children are observed to be safe and secure in their environment. Children are able to move freely between indoors and outdoors, allowing them to become independent and confident in their learning. The majority of children are engaged and enjoy learning through free play, particularly in the outdoor environment. They are enthusiastic and motivated to learn.</p> <p>Children's learning is enhanced through the school's links with community partners. This includes teachers making good use of</p>	<p>High quality feedback needs further development so that children are clearer on their strengths, next steps in their learning and a clearer understanding of the progress they are making.</p> <p>More opportunities for children to develop independence and collaboration in their learning.</p> <p>More opportunities for children to have more involvement in planning their learning.</p> <p>More engagement with digital technologies (we have a very poor stock)</p> <p>Intended Learning intentions should be shared with children – with a stress put on that these should not inhibit the learning about to take place</p> <p>Self-evaluation is evolving but needs to be continually robust backed up by evidence.</p> <p>Further develop the use of holistic assessments across the curriculum.</p> <p>Planning has evolved but, is it meaningful and useful? This needs to be teased out next session.</p> <p>The school will work towards Rights Respecting Schools status to demonstrate commitment to children's rights in the daily life of the school.</p> <p>There is scope for staff and children to be more informed by the values of the United Nations Convention on the Rights of Children (UNCRC).</p> <p>Almost all teachers make regular and relevant use of electronic whiteboards to enhance their teaching. They have created a number of highly effective resources, which have a clear impact on engaging and supporting learners.</p> <p>In the nursery, there is scope to build on children's engagement in learning by developing the language of learning, appropriate to their age and stage of development.</p> <p>Staff have developed attractive and engaging learning areas across the school. Wall displays, including children's work, are used well as teaching tools to illustrate good examples and expected standards.</p> <p>More consultation re. the school's PEF spend (parents, staff and pupils).</p>	<p style="text-align: center; color: red; font-size: 2em;">4</p>
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	<p>local facilities and locations in term 1's local study topic. We have used Pupil Equity Funding (PEF) to acquire appropriate resources to enhance learning for identified individuals across the school.</p> <p>In the Nursery, the children are eager participants. They engage well and are motivated during play. Nursery children have learning folders which document their experiences in Nursery. One-page profiles are used to share key information and next steps from their personal plan, which include strategies to support the child.</p>	<p>.</p> <p>There is scope to develop the format of personal learning profiles to provide a more personalised, coherent and holistic profile of children's learning. Observations need to be more focused on significant learning, tracking the child's progress over time. Observations should be consistently informing future planning of learning, supporting the identification of what individual children need to learn next. Practitioners should encourage learning conversations on a regular basis to engage the learner in their learning journey. This is an opportunity to include the child's voice.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>GIRFEC principles are embedded and SHANARRI indicators are central in ensuring children's wellbeing. SEEMIS recording system for Pastoral Notes (and Wellbeing Application) are used across school & nursery to record pastoral notes, Child's Plans, IEPs, Matrices of Need, Identification of Concern forms and information from partner agencies. All nursery children have a Care Plan reviewed six monthly by nursery staff. Parental feedback is positive. Good links exist with partner agencies. Eg Social Services, Opportunities for All, Psychological Service, CAMHS, SALT, Occupational Therapy. Effective transition arrangements P7-S1 and Nursery –P1. Clear policies on Child Protection exist in accordance with authority and national guidelines. All staff have up to date Child Protection training. Inclusion and equality are embedded within our vision, values & aims and evident in all aspects of the work of the school and nursery. Teaching staff have engaged in discussions to help us better understand our school's context and possible barriers to learning, attainment & achievement. Authority guidelines are followed in Child Protection and wellbeing. Statutory duties are carried out. Inclusion and equality are actively pursued through the curriculum and learning experiences in school.</p>	<p>Need to be mindful of the importance of transitions at all stages.</p>	<p>4</p>

	<p>Children show a good awareness of their rights and take on responsibilities willingly.</p> <p>The school worked with NHS partners to reduce unhealthy snacks in school (Shelf the Sugar).</p> <p>We work well with others to ensure children have good opportunities to build social networks with peers out with their school through after school clubs, inter-school festivals, competitions and residential excursions in P6 and P7.</p> <p>7 very positive comments feedback in recent S & Q surveys from partners.</p> <p>100% of nursery parents feel that the nursery know their child as an individual and support their emotional wellbeing as well as caring for their child.</p> <p>91% of parents in school feel that staff know their child as an individual and support their emotional wellbeing.</p> <p>Children continue to access to Breakfast Club in the morning. Activity sessions funded by PEF run from 8am and then breakfast are subsidised. Numbers have increased over the session and we now have over 100 children on the register.</p> <p>School achieved silver award: 'Attachment, Trauma and Sensitive Schools Award'. May 2019</p>		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for <u>Early Learning Childcare</u>)</p>	<p>Overall, attainment in literacy and English and numeracy and mathematics is good.</p> <p>Staff are knowledgeable about the wide ranging individual needs of all children.</p> <p>Attainment in literacy and English</p> <p>Across the school, most children are making appropriate progress but there remains a need to address a slowing of pace and challenge towards the end of first level. A few high attaining children are making very good progress through second level.</p> <p>Children requiring support in literacy are making appropriate progress. By the end of P1, the majority, 91.6%, will achieve early level in writing; 95.8% listening and talking; 91.6% in reading. Predictions also show by P4, 72% of children will have achieved first level in listening and talking; 67% in reading and 67% in writing. In P7, predictions show that 71.8% will achieve national expectations in listening and talking; 66.7% in reading and 66.7% in writing.</p> <p>Listening and talking: Most children are making good progress in listening and talking. At the early level, most children listen attentively and follow instructions well. At first level, the majority of children are developing confidence and share their views. They listen well to the views of others and know how to take</p>	<p>Continue Breakfast Club sessions. PEF</p> <p>Children are not being exposed to enough opportunities to develop high quality digital learning skills.</p> <p>Continue to monitor the impacts of interventions and review as appropriate; this could be done more closely.</p> <p>Develop DYW across the school.</p> <p>We need to develop greater rigour around measuring and evaluating the impact of interventions. Purchase IDL (online literacy intervention programme) and use as interventions on identified children.</p> <p>Children need to be encouraged to make better use of the school library.</p> <p>Presentation of written work could be further improved at first and second levels.</p> <p>More consistent approach to the teaching of maths to ensure attainment improves at all stages.</p> <p>Develop the role of House captains to involve them more in school developments.</p>	<p>3</p>

<ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>turns. By second level, most children voice their opinions articulately.</p> <p>Reading Overall, most children are making good progress in reading. They engage with a variety of fiction and non-fiction texts. At the early level, most children identify initial sounds and a few apply this skill to read unfamiliar words. At first level, the majority of children read with confidence and expression. By second level, most children are developing skills in response to complex (HOTS) questions about what they have read.</p> <p>Writing: At the early level, most children are developing confidence to write independently. The majority form letters and attempt to write simple words accurately. Children are supported very effectively by the teaching and support staff and we strive to ensure high expectations are set for all children. At first level, most children use an increasing variety of connectives and are developing writing skills for a range of purposes. At first and second levels, children use a range of strategies to improve spelling (No Nonsense Spelling programme). At second level, most children use paragraphs appropriately and apply a wide range of punctuation and interesting vocabulary to engage the reader.</p> <p>Attainment in Numeracy and Mathematics Predicted levels for June 2019 show that almost all (92%) of P1, 60% of P4 and 72% of P7 will have achieved national expectations in numeracy and mathematics.</p> <p>We use standardised assessments, as well as formative and summative assessments, to support teachers' professional judgements in assessing children's progress. Over the past couple of years, we have worked together to develop our confidence in making reliable judgements about children's attainment, including the use of national benchmarks in planning. Overall, children are making satisfactory progress in numeracy; however the rate of children's progress varies across the school. Teachers across the school use a common approach, SAMSON, to develop children's skills in using mental calculations. This is having a positive impact on how children, at all stages, can identify and use different mental strategies to complete calculations.</p> <p>Attainment over time The school employs a range of assessment approaches, including formative, summative and standardised assessments, to inform children's progress.</p>	<p>Nursery:</p> <p>There is a need to develop free flow play further. Practitioners need to adapt the management of the physical environments to ensure children have the opportunity to make choices and decisions about where they want to learn throughout their session.</p> <p>Effective planning will ensure that areas are well thought out and resourced to meet all ages and stages of development, with a clear focus on support and challenge to develop and extend children's learning. Evaluation of planning now needs to have a clearer focus on the quality of learning and the resulting progress for children.</p>	
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	<p>Increased staff participation in moderation activities is beginning to impact positively on teacher's confidence and accuracy in relation to their professional judgements. As a result, data relating to children's progress is becoming more reliable.</p> <p>Overall Quality of Learner's achievement</p> <p>All staff know children and families very well and Gretna Primary School offers children many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated at assemblies, on school's social media and on the TV in the foyer. Our choir celebrated their recent success at a local music festival, and soloists in the regional Burns' competition enjoyed success. Throughout the school, learners experience a wide range of opportunities to help them develop confidence and self-esteem, encouraging them to develop their personal interests. Recent and continuing work on attachment and trauma and nurture has had a very positive impact on most children's behaviour and self-confidence, and self-regulation. Staff have adopted new approaches to behaviour management that is far less punitive and more understanding. Learners develop leadership skills through a range of responsibilities in the school. Children are involved in junior leadership teams, developing leadership and communication skills. We have a school app, Facebook page and make effective use of Groupcall to communicate with parents and our local community. The school is working towards a Digital Schools' Award for encouraging the development and use of digital technology to support learning throughout the school. Approaches to STEM have developed over the last two years.</p> <p>Equity for all learners</p> <p>Sensitive interventions and nurturing principles are evident across our school. Additional supports are focussed appropriately on a few identified learners who have barriers to learning. Residential trips for children in Primary 6 and Primary 7 helps them to develop skills such as team working and outdoor learning. No child misses out on this opportunity due to poverty. Pupil Equity Funding (PEF) has enabled us to provide additional support for identified children who may have barriers to learning. Our staff demonstrate a clear understanding and detailed knowledge of children who face barriers due to socio economic circumstances. All staff know the pupils, their families and community very well. This knowledge and understanding of any potential barriers or disadvantages supports staff to ensure that all children are treated fairly and with equity. Additional staffing is</p>		
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	<p>facilitating a full time nurture class, 'The Den', and all staff working within the Den are highly trained. The impact of the nurture intervention is measured through Boxall Profiling. Whole school strategies and approaches are beginning to improve the life chances of our children as Boxalls show marked improvement in all children who have experienced interventions.</p> <p>NURSERY</p> <p>Learners are supported to develop confidence in all aspects and areas of learning. All appropriate learning stations are available and provide opportunities to address the bench marks linked to the relevant E's and O's. Learners are encouraged to make choices to enhance their learning. Positive staff interaction where appropriate. Learners efforts are valued by all staff. Staff know all children well; through care plans, planning, observations, reviews and relevant conversations with practitioners and parents/carers. Staff work effectively with outside agencies. All staff are aware of different backgrounds. Progressive, quality experiences through all learning areas and focused group activities which are child led.</p>	<p>Further develop strategies to encourage independent play/creativity and learning for those children who require a lot of adult input.</p> <p>Further encourage parental involvement through sing-alongs etc. and re-engage parent helpers.</p> <p>Continue to develop a workable and maintainable strategy to keep parents informed of progress on a day to day basis.</p> <p>Upskill staff to know 'when and how' to intervene to deepen / move a child's learning on.</p> <p>Further develop a consistent approach to an enquiry based play curriculum across Early Level, providing opportunities for creativity, challenge and independent learning.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>We have a few children with high levels of need, following a curriculum that is designed for, and with them. This is partnership working, and nurture at its best. We continue to accept enrolment from children who are designated travellers; 23% of our school population. These children are assessed and planned for by each teacher. Outdoor learning is part of the curriculum. Children get one session a week led by trained members of staff. Relationships with gypsy/traveller families are characterised by trust and respect. Gretna has an established Nurture Base which is staffed by trained assistants and led by PEF funded Nurture Lead Assistant.</p>	<p>Nurture Base will continue to operate; new LA to be appointed to lead the Base.</p> <p>More opportunities for outdoor learning need to be planned for in addition to the designated session as at present it is standalone. This was planned for last session but wasn't looked at.</p>	

	Children are identified by teachers and are given a Boxhall Profile (all P2 this year.)	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>The school has a very good working relationship with partners, who plan jointly for children when necessary. CPMs are effective in deploying and reviewing and highlighting support needs for our pupils. This is always done in consultation with parent/carer.</p> <p>Feedback from recent survey shows that the school engages effectively with partnerships through improved outcomes for learners and through strong, effective relationships.</p> <p>‘Friends of Gretna Primary’ has been formed to replace our Parent Association.</p> <p>Parents’ area has been developed in the foyer; this has been a positive addition to the school.</p> <p>The school has a good reputation in the local community. Good use is made of texting, newsletters, e-mail, Facebook page and School App to share information about events and children’s learning experiences. Staff are committed to improving parental engagement and welcome ideas from parents on how they would like to be more involved.</p>	<p>As a school, we need to look at ways (beyond assemblies and parents’ evenings) to help support parents to participate in, contribute to and understand their children’s learning.</p> <p>How can we further develop our partner working? How can we establish a Parent Council? School will work with Vanessa Morris, Parent Engagement Officer, next session.</p> <p>Following the feedback below (S&Q May 2019), we need to look at parental engagement again:</p> <p>97% of respondents feel that the HT is approachable. 25% of respondents feel that they do not get enough advice on how to support children’s learning at home. 55 % of respondents would like to see more opportunities to learn with their child.</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1</p> <p>RAISE ATTAINMENT IN LITERACY & MATHS (NIF 1 & 2)</p> <p>NIF Priority 1</p> <p>NIF Driver Assessment of children's progress</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>2.3</p> <p>3.2</p>	<ul style="list-style-type: none"> Children will demonstrate increased enthusiasm for storytelling and engagement in writing. Children will experience a broader range of texts to develop wider vocabulary and knowledge of narrative structure. Children are able to identify and use key features of different genres in their writing. Children see the link between reading texts and writing texts. 80% or above of pupils in P3-7 reaching their expected milestones in our literacy progressions. 85% or above of pupils across the school reaching their expected milestones in literacy. Noted improvement in self-esteem and confidence with children's attitude to spelling and reading. 	<ul style="list-style-type: none"> Implement "Talk for Writing" approach across the school Establish Talk for Writing & Reflective Reading links Monthly monitoring of writing. Teachers will ensure they follow the school overview for the teaching of genres in writing. Create opportunities for moderation of writing across the levels and across the 'mini' cluster. Reintroduce revised Scottish criterion scale. Introduce IDL; an online intervention programme designed to provide individualised structured lessons for children struggling or with low attainment in their literacy (particularly spelling & reading) will be introduced and implemented throughout the school week. 	<ul style="list-style-type: none"> Ongoing writing assessments, including intervention groups (DHT) Staff will attend further Corbett training. Teachers will get the opportunity to visit schools in mini cluster to share good practice. Create an overview of genres taught across the session. SMT Attainment data and tracking (Termly: SMT & CTs) Feedback from children, teachers and parents Classroom observation demonstrating consistency in literacy approaches (SMT) <p>Pre and post assessments to track progress. ASLT & DHT JUNE 2019</p> <p>Focussed sessions weekly; CLASS TEACHERS.</p> <p>PEF: Resource: £698 LA 15 hrs. £9061</p> <p>Staff will require time to familiarise with authority 4 stage assessment framework.</p>

	<p>Nursery</p> <p>Children can discuss what they already know and will be involved in setting next steps in their learning.</p>	<p>DHT and nursery staff will develop further the implementation of developmental pathways in the key aspects of early literacy and language, numeracy and mathematics and health and wellbeing. This will support the identification of progressive next steps in learning for all children.</p>	<p>DHT will meet with Nursery manager in August. Team will all be given an opportunity to be involved with developing pathways.</p>
	<ul style="list-style-type: none"> • We will continue to improve our year on year standardised scores and the number of children who are secure at Early, First and Second levels in P1, P4 and P7. • We will maintain almost all pupils in P1 being secure at early level in maths. • We will particularly focus on increasing the number of children in P4 and P7 who are secure at 1st and 2nd level for maths respectively. IDL; an online intervention programme designed to provide individualised structured lessons for children struggling or with low attainment in their numeracy will be introduced and implemented throughout the school week. • Noted improvement in self-esteem and confidence with children's attitude to maths. • DNK (Developing Number Knowledge) will provide structured lessons and progression for children in the early years who may be struggling or have low attainment in their numeracy. 	<p>Ensure every child in P1-7 is using their Sumdog account and that teachers set personal targets and home learning through this site.</p> <p>Mrs Redden to set up accounts for all P1 pupils and new pupils to school. All class teachers to set weekly home learning tasks through Sumdog.</p> <p>Individualised programme targeted at individual needs.</p> <p>Pre and post assessments to track progress (DNK Phase 1 – 5 assessments).</p> <p>Individualised programme targeted at individual needs that will result in focussed weekly sessions.</p>	<p>Identify children from baseline assessments who would benefit from specific interventions.</p> <p>PEF: Sumdog subscription (whole school) £780</p> <p>Pre and post assessments to track progress. ASLT & DHT JUNE 2019</p> <p>Focussed sessions weekly; CLASS TEACHERS.</p> <p>DNK (Developing Number Knowledge) will be implemented, following assessment at the beginning of the year. PEF LA (15 hrs.) Resource: £450</p>

	<ul style="list-style-type: none"> • All pupils are able to use a shared language of learning to explain the purpose of learning and their next steps. • Improved attainment through staff use of professional enquiry model. • Improved attainment through consistently high quality effective feedback. • Improvements in performance through staff collaboration and professional dialogue. 	<p>Engagement with Visible Learning Programme.</p> <p>Prior to introduction to school staff HT to develop a strong knowledge of visible learning through management day.</p> <p>Develop staff knowledge of visible learning Staff to engage in related professional reading and research (ongoing)</p> <p>Identify school strengths and areas for development through individual scoping day</p> <p>Staff analyse strengths and areas for development against principles of visible learning.</p> <p>Staff to work collaboratively to plan for an area of improvement using impact cycle framework.</p> <p>Implementation of impact cycles</p>	<p>HT day 20th June all day</p> <p>All teaching staff INSET 20th August</p> <p>Individual scoping day (to be arranged).</p> <p>1 x development session Oct 2019</p> <p>All teaching staff INSET 7th January 2020</p> <p>Jan – March Peer Observations / 2 x development sessions</p> <p>1 x INSET day May?</p>
<p>School Priority 2</p> <p>IMPROVING CHILDREN'S HEALTH AND WELLBEING (NIF 3 & 4)</p> <p>NIF Priority 2 & 3</p> <p>NIF Driver Parental Engagement Teacher Professionalism</p>	<ul style="list-style-type: none"> • Children will be able to understand and use the language of emotions. • Children will experience consistency of approach/language from all adults in school. • Children will experience the environment as a safe base (consistency, connection). • Children will know and be able to demonstrate ways they can help regulate their emotions. • Children will understand links between triggers, feelings, actions and solutions Emotional vocabulary used by children in dialogue. • Children will benefit from increased parental engagement. • Improved attendance. • Children will participate in a range of wider curricular opportunities which promote positive self-esteem. 	<ul style="list-style-type: none"> • Implement "Emotion Works" approach in the Nurture Base and in some classes. • Further increase staff knowledge and understanding about attachment and trauma. • Increase parental engagement and partnership with school. • Improve self-esteem by broadening opportunities for success, including providing further leadership opportunities. • Develop children's understanding of emotional health. • Emotional vocabulary used by children in dialogue 	<ul style="list-style-type: none"> • Emotionworks assessment tool data will be used to inform of impact of the programme. • Records of restorative conversations using Emotion Works cogs demonstrating increased ability to identify triggers and solutions • Reduction in escalated behaviour • Continued improvement in attendance figures • Parental engagement and feedback • Children's regular attendance at breakfast clubs and after school activities to be tracked. • HT will share the results of PWQ with staff at early collegiate. Staff will use

<p>HGIOS?4 / HGIOELC Qis</p> <p>2.3 3.2 3.1</p>	<ul style="list-style-type: none"> Daily Mile will continue in a new format this session but every child will run every day. Breakfast Club will continue. To continue to offer the Den for identified vulnerable children at break and lunch times. <p>Nursery</p> <ul style="list-style-type: none"> Children will have rich, outdoor experiences. Children are able to manage risks. 	<ul style="list-style-type: none"> Data from pupil wellbeing questionnaires (PWQ) stage by stage will be shared with teachers in order for them to base their planning and interventions for the year in health and wellbeing LAs will be timetabled to Den. 'Den' cards allocated to children on lanyards. <p>Plan opportunities for more challenging outdoor play, for example through more regular, planned visits in the local area. (This will also provide opportunities to learn about and manage risk in a safe way.)</p>	<p>information to plan learning in HWB.</p> <p>All staff and pupils will contribute to discussions about daily mile alongside house captains for session 2019-20, in AUGUST 2019 DHT</p> <p>PEF Breakfast Club (catering subsidy, staff & coach) £4000</p> <p>PEF: INSET & Follow Up visit. Accreditation (& Support) for Gold Level 2 attendees at Scottish National Nurture Conference 2 staff attending Nurture UK three day training DHT (+1) to attend The National Nurturing Schools Programme training – Year1 £36,144</p>
<p>School Priority 3 Priority 4 FURTHER DEVELOP LEARNER PARTICIPATION (NIF 1 & 2)</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS?4 / HGIOELC Qis</p>	<ul style="list-style-type: none"> Improved relationships and behaviour in school (reductions in bullying, exclusions and improved attendance). Improved self-esteem and wellbeing. Improved engagement in learning. Positive attitudes towards diversity in society. Increase in opportunities for pupil voice and leadership. <p>Nursery</p> <p>All children in nursery will have more involvement in decision-making and will be given opportunities to develop leadership skills.</p>	<p>School engagement with Unicef Rights Respecting Schools Programme</p> <p>Identification of key staff to lead RRS across partnership.</p> <p>Involve pupils and parents in creation of Rights Respecting Schools Committee</p> <p>Engage school communities in Rights Respecting Schools programme through assemblies, events and literature.</p> <p>There is scope to develop the format of personal learning profiles to provide a more personalised, coherent and holistic profile of children's learning. Observations need to be more focused on significant learning,</p>	<p>Whole school assembly Training will be offered to parents to become involved in school development. September / October. Leaflet will be posted online and sent home at same time. HT September 2019</p> <p>Miss Johal will be School Lead. (3pms to plan). Miiss Johal to present to Gretna staff at collegiate. September 2019</p> <p>Gather resources – what do we need to take participation forward? – space, staff time, etc. Making use of websites and resources that accompany the guidance. Making further use of How good is OUR school</p> <p>Annan Academy will fund the programe.</p>

		<p>tracking the child's progress over time. Observations should be consistently informing future planning of learning, supporting the identification of what individual children need to learn next. Practitioners should encourage learning conversations on a regular basis to engage the learner in their learning journey. This is an opportunity to include the child's voice.</p>	<p>DHT to work with Pupil Council</p>
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