

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

**School:** Hightae/St Mungo/Tundergarth

**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

### Partnership Statement:

Together we will use the skills, talents and resources within our partnership to provide excellent and enjoyable education for all our children enabling them to achieve their highest standards.

Our motto is, ***“Work Together, Learn Together, Play Together”***

### School Statement

<p><u>School Statement:</u> At Hightae School</p> <p>We aim to work in partnership with parents and their child/children to prepare them for life within and beyond school and provide a happy, fully inclusive and supportive environment where all are successful and achieve their full potential."</p> <p><u>Values</u></p>	<p><u>School Statement:</u> At St. Mungo</p> <p>The whole school community of parents, pupils and staff will work towards St Mungo Primary School being a safe, secure environment where all individuals are valued, excited about learning and keen to make a contribution to the life of the school and community.</p> <p><u>Values:</u></p>	<p><u>School Statement:</u> At Tundergarth Primary</p> <p>To support and encourage our pupils to be responsible, caring and active citizens within our school and in the wider community in an environment that promotes excellence and equity.</p> <p>Our Values</p> <ul style="list-style-type: none"> <li>• At Tundergarth Primary we</li> </ul>
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- **Wisdom** - We will be good learners by using our experiences wisely and let others learn too.
- **Justice** - We will treat others with the respect and fairness with which we wish to be treated.
- **Compassion** - We will be kind and helpful to others.
- **Integrity** - We will be truthful and honest and believe in ourselves and others.
- **Environment** - We will take care and respect our environment.

Aims:

We aim to enable all your children and young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

*Our Values lie at the HEART of all that we do.*

Together we demonstrate:

- H onesty
- E ffort
- A chievement
- R espect & Responsibility
- T eamwork

We are a small school with a big heart



Aims:

Learners will be aware of their strengths and will know how to improve the areas of challenge, developing resilience and confidence in their ability to learn. Differences will be celebrated and we will be outward looking and involved in our community, country and world. We will respect the buildings and belongings of our school

believe:

- everyone should be honest.
- that we should be happy and encouraging to one another.
- that we should treat one another with fairness and respect.
- that we should be enthusiastic participators and learners.
- that we are stronger if we work as a team.

Aims:

To work together using our skills, talents and individual knowledge of our children to provide excellent and enjoyable educational opportunities for each one enabling them to achieve their full potential.

By:

- Providing a happy, welcoming and safe place for all to learn.
- Encouraging excellent learning and teaching through an active and varied curriculum.
- Providing effective support systems for all pupils which promote personal and social education and encouraging everyone to do their best.
- Developing skills for life and responsible attitudes for citizenship and environment through partnership between home, school and the community.
- Ensuring good health in all members of the school community through strategies which promote physical and mental well-being and self-esteem.

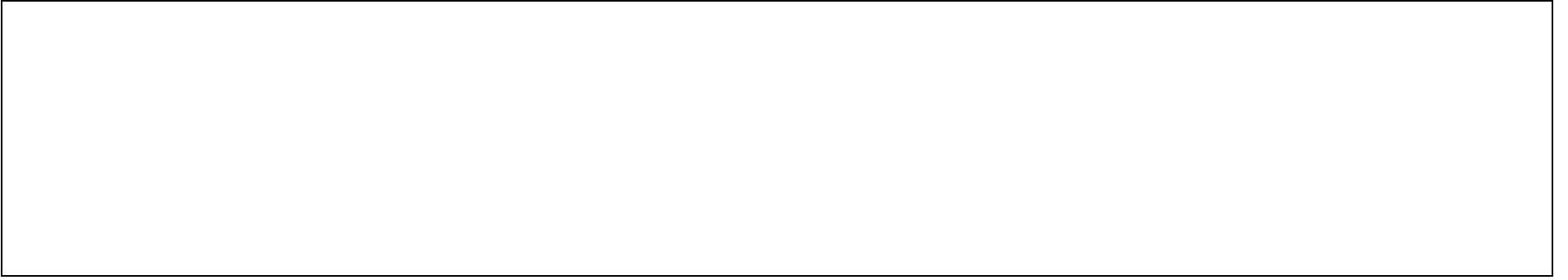
and community and take care of our changing world. We will promote an ethos where learning is valued and seen as an ongoing lifetime activity resulting in choices and stimulation being available to all. We aspire to be the best we can be and will celebrate the efforts made to fulfill this.

**Review Date: Hightae 2019 / Tundergarth 2020 / St Mungo 2021**

**Review Activities (as appropriate)**

- create questionnaire for pupils.
- questionnaire for parents/stakeholders - paper and online survey.
- draw together a set of suggestions and stakeholders can vote.
- completed VVA will have a prominent display in the school.
- The values will be referred to in assemblies and children recognised for demonstrating these through certificates and rewards (dojo)
- as catchy and child-friendly as possible - characters or simple graphic top help children remember them and refer to them.
- include in school handbook, referred to during Pupil Council and in communication with parents.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*



## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1</b> To raise attainment in Literacy, specifically Reading &amp; Spelling</p> <p><b>NIF Priority</b> Improve attainment in Literacy &amp; Numeracy</p> <p><b>NIF Driver</b> Assessment of Children's progress</p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> 3.2</p>	<p><b><u>Increased application of correct spelling in writing by May 19</u></b></p> <p><i>Number of spelling errors <u>DECREASED</u> from Aug – May in writing pieces:</i></p> <p><i>Hightae P3-5 The majority (although 3/10 wrote significantly more in second writing piece)</i></p> <p><i>St Mungo P1-4 All</i></p> <p><i>St Mungo P5&amp;6 All</i></p> <p><i>Tundergarth P4-7 All</i></p> <ul style="list-style-type: none"> <li>• P1-5 in Hightae &amp; Tundergarth now link spelling to phonic readers to encourage a focus on pedagogy and the importance of building a strong phonic foundation for both spelling &amp; reading</li> <li>• A carousel approach including digital technologies, means that the teacher can focus on a direct teaching group and a specific spelling rule.</li> <li>• Homework reflects this focus on the rule and weekly dictation means pupils must apply their spelling skills.</li> <li>• Teachers track results and intervene where necessary to</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to track progress particularly of those in Hightae &amp; Tundergarth using spelling linked to Dandelion Readers</li> <li>• Identify and implement spelling activities using Ipads and build in to carousel</li> </ul>

challenge or support

Hightae

Term 1 Spelling 61% Dictation 12%

Term 2 Spelling 70% Dictation 9%

Term 3 Spelling 81% Dictation 14%

St Mungo P1-4

Children achieving over 80% in spelling

Term 1 -82%

Term 2 -84%

Term 3-86%

Children achieving success in dictation

Term 1 -54%

Term 2 -56%

Term 3-72%

St Mungo P5-7



P5-7 Achieving 80% or more in weekly assessment:

Spelling Term 1 = 100%

Spelling Term 2 = 98%

Spelling Term 3 = 94%

P5-7 Achieving 2 or 3 correct out of 3 in weekly assessment:

Dictation Term 1 = 47%

Dictation Term 2 = 58%

Dictation Term 3 = 63%

Tundergarth

Spelling

Term 1 - 63% of children were consistently achieving 80% or above.

Term 2 - 100% of children were consistently achieving 80% or above.

Term 3 - 100% of children were consistently achieving 80% or above.

Dictation

Term 1 - 50% of children were consistently achieving 80% or above.

Term 2 - 50% of children were consistently achieving 80% or above.

Term 3 - 100% of children were consistently achieving 80% or above.

- using the Phonic Readers has been helpful for younger children to reinforce spelling rules through the reading books, associated written work and games. The improvement in scores coincides with the new books being introduced.
- Termly trends are on the whole positive.
- HT discussions with pupils and parents although anecdotal, have been very positive.

### **Raise attainment in Reading within CfE levels by May 19**

Accelerated Reader is used in each school to good effect and almost all pupils P3 – 7 engage with it regularly. Tracking shows that;

**Hightae: All pupils are making progress from prior levels**

**St Mungo P3-4: All pupils are making progress from prior levels**

**St Mungo P5-7: 86% of pupils are making progress from prior levels**

**Tundergarth: 70% of pupils are making progress from prior levels**

- Recently purchased phonic readers are supporting younger pupils and those pupils with challenges around reading including EAL pupils
- Although early days, pupils show improvement in making connections between spelling and reading
- Recently purchased comprehension and literacy boxes are proving to be very popular with pupils and they are engaging well with them:

- Ensure that P5 readers and others where appropriate are part of a regular guided reading group
- Link with library to use Ipads as kindles
- Continue with First Minister's Reading Challenge
- Further develop Reading Champions to better engage & involve parents

- Hightae - Most pupils are making very good progress
- St Mungo – Almost all pupils are making very good progress
- Tundergarth – Info not available
- Reading Champions are in place at Hightae & St Mungo to promote enjoyment of reading and parental engagement.

**On track to achieve CfE Reading levels**

CfE Subject	Hightae	St Mungo P1-4	St Mungo P5-7	Tundergarth
Listening & Talking	78%	76%	86%	67%
<b>Reading</b>	<b>50%</b>	<b>71%</b>	<b>82%</b>	<b>67%</b>
Writing	56%	71%	82%	78%
Maths & Numeracy	72%	76%	82%	89%

<p><b>School Priority 2</b> To raise attainment in Maths &amp; Numeracy specifically application of skills in real life contexts</p> <p><b>NIF Priority</b> Improve attainment in Literacy &amp; Numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress</p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> 3.2</p>	<p><b><u>Improved Application of Mathematical Knowledge in Problem Solving Contexts</u></b></p> <ul style="list-style-type: none"> <li>• Where possible, Maths is set in real life and topic contexts</li> <li>• A progressive problem solving resource is now used in each school to teach strategies</li> <li>• Family Problem Solving evenings were delivered in each school and feedback from parents was very positive</li> <li>• Weekly/Fortnightly Family Problem Solving is sent as homework. Anecdotal feedback from Parent Focus Groups is positive</li> </ul> <p><b>Maths Holistic Assessment</b> (<i>results due from June 17<sup>th</sup> 2019 and will be added accordingly</i>)</p> <p>Hightae</p> <p>St Mungo P1-4</p> <p>St Mungo P5-7</p> <p>Tundergarth</p>	<p>Introduce baseline &amp; termly assessments for Maths &amp; Numeracy</p>

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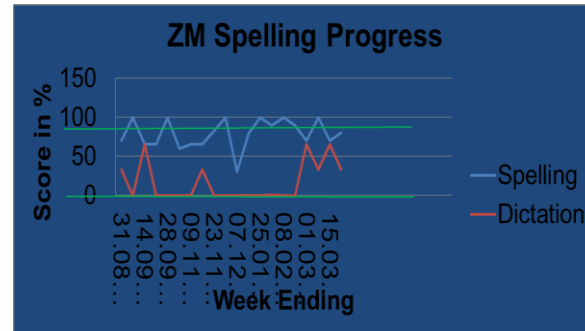


evidence of closing the attainment gap?

- How well are you removing barriers to learning and ensuring equity for all?

### Spelling Intervention

- It shows the variation has improved in the spelling assessments and that is an improvement.
- This variation coincides with the change of resource, confirming that is making an impact.
- The way we mark dictation needs to be reviewed and amended, both in what we are measuring and how we are delivering it.



### Hightae & St Mungo Catch Up Numeracy Intervention

7/9 pupils made more than 1 year progress

### Partnership Catch Up Numeracy PEF Intervention 2018-19

Name	Stage	SS/NA Aug	SS/NA Dec	SS/NA Mar	SS/NA May	Difference
Child 1	P3	81 / 5.4	80 / 5.8	-	86/6.6	+ 1 yr 2 months
Child 2	P4	71 / 5.4	81 / 6.6	-	70/5.4	=
Child 3	P2	71 / 5.1	86 / 6.6	-	78/6.3	+ 1 yr 2 months
Child 4	P6	77 / 7.8	80 / 8.3	87 / 9.5	81/8.10	+1 yr 2 months
Child 5	P6	86 / 8.0	82 / 8.0	84 / 8.7	87/9.2	+1yr 2 months
Child 6	P5	86 / 8.0	98 / 9.5	N/A	100/10.1	+2 yr 1 month



Child 7	P5	72 / 5.11	87 / 7.8	90 / 8.3	80/7.5	+1yr 6 months
Child 8	P3	-70/-5.0			-70/-5.0	=
Child 9	P4	70/5.4			88/7.8	+ 2yrs 4 months

**Ipads have not yet had an impact as we only received them in May 2019.**

**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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<ul style="list-style-type: none"> <li>• At St Mungo the school vision "Small School Big Heart" was developed in 2018 with all stakeholders and everyone is working towards embedding this vision</li> <li>• Most children in St Mungo &amp; Tundergarth talk confidently and knowledgeably about their school's values and the importance of health and wellbeing in all aspects of their learning.</li> <li>• Next session PTs have very clear leadership roles and will contribute to leading aspects of the school improvement planning process</li> <li>• All staff are reflective practitioners and increasingly work well with colleagues both in the school and across the cluster to support moderation</li> <li>• All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards</li> <li>• All staff are committed to change which results in improvements for learners</li> </ul>	<ul style="list-style-type: none"> <li>• There is scope to support learners to understand the vision, aims and values through the four contexts for learning</li> <li>• There is scope to develop strategies to translate our vision, values and aims into daily practice within ALL our schools</li> <li>• There is scope to develop everyone's understanding of our collective strengths and areas for development</li> <li>• There is scope to develop the strategies we use to guide the strategic direction and pace of change and ensure sufficient time for embedding improvements</li> <li>• There is scope to develop ways to evaluate impact of interventions &amp; improvements</li> <li>• There is scope to better use the NIF stretch aims to measure robustness of interventions</li> </ul>	<p>3</p> <p>17</p>

	<ul style="list-style-type: none"> <li>• Pupil Councils created pupil friendly versions of School Improvement Plan and reviewed progress across the year</li> <li>• Pupil voice is a strong feature of each school.</li> <li>• Every child is a member of a school group, these groups include</li> <li>• pupil council, eco group, JRSO, Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• There is scope to develop e portfolios to help children better articulate and evidence their progress as learners</li> </ul>	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<ul style="list-style-type: none"> <li>• In each school the learning environments are built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes for almost all pupils. Staff know all pupils very well.</li> <li>• Vision, Values &amp; Aims have been reviewed recently in St Mungo &amp; Tundergarth in consultation with staff, pupils and parents and are being embedded in to daily practice through displays, assemblies and certificates</li> <li>• Staff manage the dynamics of the composite classes well</li> <li>• The support for learning teacher and</li> </ul>	<ul style="list-style-type: none"> <li>• There is scope to further embed reviewed vision, values and aims in Tundergarth &amp; St Mungo</li> <li>• There is scope to further develop outdoor learning in a more structured way at Hightae &amp; Tundergarth</li> <li>• There is scope to revisit formative assessment good practice including clear, concise Learning Intentions &amp; Success Criteria</li> <li>• There is scope to revisit HOTS with staff, pupils and parents and embed</li> </ul>	3

	<p>support staff are deployed well in classes to support children with their learning</p> <ul style="list-style-type: none"> <li>• A new planning format was put in to place this session. It has proved to be more effective in St Mungo as a two class setting. Hightae &amp; Tundergarth have made some adaptations to this planning as PTs feel it better suits the single class setting. Long term and short term planning is in place to ensure coverage and progression. This planning also serves as programmes of learning.</li> <li>• A strategic approach to assessment helps to support teacher judgement.</li> <li>• Outdoor learning opportunities are used when appropriate throughout the year in each school. Outdoor learning is embedded at St Mungo through fortnightly lessons across the curriculum in the forest classroom.</li> <li>• Leadership opportunities are provided through Pupil Councils in each school including JRSOs and Reading Champions and pupil groups in Hightae &amp; St Mungo.</li> <li>• Evidence shows in St Mungo &amp; Tundergarth all pupils are making progress in Literacy &amp; Numeracy from prior levels and almost all pupils in</li> </ul>	<p>appropriate questioning strategies.</p> <ul style="list-style-type: none"> <li>• There is scope to further develop moderation of Reading, Listening &amp; Talking and Maths &amp; Numeracy to ensure shared expectations of standards to be achieved and increase teacher confidence to make judgements of achievement of a level</li> <li>• Further development is required to link tracking of wider achievement to the skills and attributes of the four capacities.</li> <li>• And to include pupils in tracking and recording their own achievements to enable them to be part of the dialogue and take more responsibility for their own achievement journey.</li> <li>• And to include parents</li> </ul>	
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	<p>Hightae. We have raised attainment in Literacy &amp; Numeracy for all learners in St Mungo &amp; Tundergarth and almost all pupils in Hightae.</p> <ul style="list-style-type: none"> <li>• This session we have created an Assessment folder for each child. This folder also contains targets agreed at Parent/Pupil/Teacher Talktimes x2 yearly. Pupils and parents access these folders regularly to monitor progress towards targets and in learning.</li> <li>• Teachers track attainment and progress in Accelerated Reader, Writing, Spelling and Mental Maths and wider achievement.</li> <li>• ASfL teacher tracks, shares assessments and progress in Teachers' Community and teachers consult with ASfL through regular dialogue with staff and parents. ASfL teacher joined in with HT/CT tracking conversations this term and will now continue to do so at each tracking meeting.</li> <li>• HT and CTs track individual progress, including towards CfE predictions and working levels at termly tracking meetings. Assessment &amp; tracking help identify development needs for</li> </ul>		
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	<p>individual learners including relevant interventions. Learners engage in learning discussions regularly and at Pupil/Teacher/Parent Talktimes including evaluative conversations and next steps. Our reporting format includes feedback to parents on each child's progress towards discussing their own learning.</p> <ul style="list-style-type: none"><li>• We have begun to create some holistic assessments in Literacy &amp; Numeracy.</li><li>• Staff have attended National, Authority and Cluster moderation events.</li><li>• Moderation is built in to our Collegiate calendar.</li><li>• Writing &amp; Reading moderation is taking place across the partnership.</li></ul>		
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<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>• Almost all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included</li> <li>• Almost all staff and partners feel valued and supported</li> <li>• Almost all relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</li> <li>• All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</li> <li>• We consider each child and young person as an individual with his/her own needs, risks and rights.</li> <li>• We ensure inclusion and equality leads to improved outcomes for all learners.</li> <li>• Almost all learners are included, engaged and involved in the life of the school</li> <li>• Almost all children and young people feel very well supported to do their best</li> <li>• Almost all learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner</li> <li>• We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges and</li> </ul>	<ul style="list-style-type: none"> <li>• There is scope to develop all stakeholders understanding of GIRFEC and Children’s rights</li> <li>• There is scope to develop equality &amp; diversity by using Respect Me resources to create behaviour Policies in each school</li> <li>• At Tundergarth there is scope to further develop the use of outdoor learning &amp; green space</li> </ul>	<p>4</p>
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	those with additional support needs		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<ul style="list-style-type: none"> <li>• In St Mungo and Tundergarth all pupils are making progress in Literacy &amp; Numeracy from prior levels and almost all in Hightae</li> <li>• All interventions, new resources and developments are driven by identified needs and are created and/or shared in consultation with staff, pupils and parents</li> <li>• Priorities are identified in the Partnership Improvement Plan and progress towards these is regularly reviewed with staff and both pupil and parent councils</li> <li>• Recently Parent Focus Groups have also been used to review Improvement priorities</li> <li>• Updates are posted for the Parent Forum on Class Dojo</li> <li>• We are using a recently reviewed planning format which appears to be working well with some adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• There is scope to further evaluate, review and refine planning across the partnership</li> <li>• There is scope for pupils to apply and transfer skills in real life contexts particularly in Maths &amp; Numeracy and for planned for holistic assessments to be identified at the planning stage</li> <li>• Term 4 holistic assessments will allow us to better evidence progress</li> <li>• Key aspects of learning in Reading and Maths &amp; Numeracy require to be recordable for tracking purposes to note progression within</li> <li>• There is scope to further share attainment &amp; achievement with parents through the implementation of on line pupil portfolios</li> <li>• A pro forma is being developed for parents to update Wider Achievement at</li> </ul>	3



	<p>for Hightae &amp; Tundergarth</p> <ul style="list-style-type: none"> <li>• It consists of a mix of “bundles” and “stand alone”</li> <li>• Staff group pupils according to ability and this is fluid both across and within curricular areas</li> <li>• Planning reflects this</li> </ul> <p><b>On track to achieve CfE levels</b></p> <table border="1"> <thead> <tr> <th>CfE Subject</th> <th>Hightae</th> <th>St Mungo P1-4</th> <th>St Mungo P5-7</th> <th>Tundergarth</th> </tr> </thead> <tbody> <tr> <td><i>Listening &amp; Talking</i></td> <td>78%</td> <td>76%</td> <td>86%</td> <td>67%</td> </tr> <tr> <td><i>Reading</i></td> <td>50%</td> <td>71%</td> <td>82%</td> <td>67%</td> </tr> <tr> <td><i>Writing</i></td> <td>56%</td> <td>71%</td> <td>82%</td> <td>78%</td> </tr> <tr> <td><i>Maths &amp; Numeracy</i></td> <td>72%</td> <td>76%</td> <td>82%</td> <td>89%</td> </tr> </tbody> </table>	CfE Subject	Hightae	St Mungo P1-4	St Mungo P5-7	Tundergarth	<i>Listening &amp; Talking</i>	78%	76%	86%	67%	<i>Reading</i>	50%	71%	82%	67%	<i>Writing</i>	56%	71%	82%	78%	<i>Maths &amp; Numeracy</i>	72%	76%	82%	89%	<p>Parent/Pupil/Teacher talk times and Sharing Learning afternoons to enhance teacher’s tracking and involve parents more</p>	
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<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners</li> <li>• Learning pathways are based on the experiences and outcomes and design principles of progression,</li> </ul>	<ul style="list-style-type: none"> <li>• At Tundergarth there is scope to develop outdoor learning</li> <li>• There is scope to further develop digital literacy</li> <li>• There is scope to further develop learners’ skills in a variety of meaningful contexts</li> </ul>																										

	<p>coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance</p> <ul style="list-style-type: none"> <li>• Almost all staff ensure children and young people have access to high-quality learning in all curriculum areas</li> <li>• All staff take responsibility for developing literacy, numeracy, health and wellbeing</li> </ul>																	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<ul style="list-style-type: none"> <li>• Partnership work with parents and carers, is based on mutual trust and respect</li> <li>• Almost all staff support parents/carers to actively engage in their children’s learning, attainment and achievement</li> </ul> <p><b>School Based Questionnaire Responses March 2019</b></p> <p><b>Parents -</b></p> <table border="1" data-bbox="600 1008 1199 1448"> <thead> <tr> <th>Question</th> <th>Hightae</th> <th>St Mungo</th> <th>Tundergarth</th> </tr> </thead> <tbody> <tr> <td>My child enjoys learning at school</td> <td>Almost all (90%)</td> <td>All (100%)</td> <td>All (100%)</td> </tr> <tr> <td>My child’s learning is progressing well</td> <td>Almost all (90%)</td> <td>All (100%)</td> <td>All (100%)</td> </tr> <tr> <td>I feel staff really</td> <td>All (100%)</td> <td>All (100%)</td> <td>All (100%)</td> </tr> </tbody> </table>	Question	Hightae	St Mungo	Tundergarth	My child enjoys learning at school	Almost all (90%)	All (100%)	All (100%)	My child’s learning is progressing well	Almost all (90%)	All (100%)	All (100%)	I feel staff really	All (100%)	All (100%)	All (100%)	<ul style="list-style-type: none"> <li>• There is scope to enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement</li> <li>• There is scope to increase how much and how well we support parents and carers to participate in, contribute to and understand their child’s learning</li> <li>• There is scope to increase how effectively we communicate about progress, attainment and achievement</li> <li>• <b>There is scope to improve how representative each Parent Council is of all the parents and carers in the school and their social, economic and cultural backgrounds</b></li> </ul>
Question	Hightae	St Mungo	Tundergarth															
My child enjoys learning at school	Almost all (90%)	All (100%)	All (100%)															
My child’s learning is progressing well	Almost all (90%)	All (100%)	All (100%)															
I feel staff really	All (100%)	All (100%)	All (100%)															

	know my child as an individual				
	Over all, I am happy with the school	All (100%)	All (100%)	All (100%)	

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date )
<p><b>School Priority 1</b></p> <p><b>NIF Priority</b>  <b>Improve attainment in Literacy &amp; Numeracy</b></p> <p><b>NIF Driver</b>  <b>Assessment of Children's progress</b></p> <p><b>HGIOS?4 / HGIOELC Qis 3.2</b></p>	<p>To improve listening skills for all children from prior levels by May 2020</p>	<p>Teachers to read Teaching Children To Listen – <i>Liz Spooner &amp; Jackie Woodcock</i></p> <p>Develop Programme of Learning suitable to multi composite classes</p> <p>Baseline assessment to be developed using Listening Rating Scale (<i>Liz Spooner &amp; Jackie Woodcock</i>)</p> <p>Implement baseline assessment</p> <p>Share assessment results with pupils &amp; parents</p> <p>Set listening targets with each child at Sept PPTs</p> <p>Follow up assessments Nov/Feb/May</p> <p>Review targets with pupils &amp; parents Nov/Feb/May</p> <p>Teach "What Is Good Listening?" to children</p> <p>Create "What Is Good Listening?" leaflet</p>	<p><b>Mrs Durston to lead</b>  <b>1 day + PT time term 1 to develop;</b>  <b>- baseline/follow up</b>  <b>- programme of learning</b>  <b>- "What Is Good Listening?" leaflet</b>  <b>(1 day PEF £150)</b></p> <p><b>Reading time 5 hrs from 35hr CPD</b></p> <p><b>Whole staff Development time to review progress;</b>  <b>18.11.19, 24.02.20, 11.05.20</b></p>

		<p>for parents</p> <p>3 x weekly listening activity</p> <p>Family Learning Listening activity based on term's topic at termly Open Events Oct/Dec/Mar</p>	
<p><b>School Priority 2</b></p> <p><b>NIF Priority Improve attainment in Literacy &amp; Numeracy</b></p> <p><b>NIF Driver Assessment of Children's progress</b></p> <p><b>HGIOS?4 / HGIOELC Qis 3.2</b></p>	<p>P2-7 will be able to instantly recall appropriate table facts by May 2020</p>	<p>Develop Programme of Learning</p> <p>Develop baseline &amp; follow up assessments</p> <p>Implement baseline assessment to help group pupils</p> <p>Share assessment results with pupils &amp; parents</p> <p>Set targets with each child at Sept PPTs</p> <p>Follow up assessments Nov/Feb/May</p> <p>Review targets with pupils &amp; parents Nov/Feb/May</p> <p>Weekly direct teaching input</p> <p>Variety of support activities across week including IT</p> <p>Develop Multiplication In School parent booklet</p>	<p><b>Mrs Thomson to lead (as part of School Leadership CPD) 1 day + PT time term 1 to develop;</b></p> <ul style="list-style-type: none"> <li>- Programme of Learning</li> <li>- Baseline &amp; follow up assessments</li> <li>- Multiplication In School parent booklet</li> </ul> <p><b>(1 day PEF £150)</b></p> <p><b>Whole staff Development time to review progress; 18.11.19, 24.02.20, 11.05.20</b></p>

<p><b>School Priority 3</b></p> <p><b>NIF Priority</b> <b>Improve Children's Health &amp; Well Being</b></p> <p><b>NIF Driver</b> <b>Assessment of Children's progress</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b> <b>2.3, 3.1</b></p>	<p>To help ALL pupils better develop resilient attitudes &amp; behaviour by February 2021</p>	<p>Teachers to familiarise themselves with Bounce Back! Programme including any on line training</p> <p>Organize resource in to our three year planning cycle</p> <p>Staff &amp; Pupils to complete Quantitative pre/post questionnaire</p> <p>Staff &amp; Pupils to complete Qualitative pre/post questionnaire</p> <p>Hold Parents Evening on Bounce Back! resource &amp; to share "resilient messages"</p>	<p><b>HT &amp; Mrs Reid to lead Training 5 hrs from CPD (PEF £150)</b></p> <p><b>2 days to organise rolling programme &amp; assessments (PEF £300)</b></p> <p><b>1 day to organize resources &amp; parents Evening (PEF £250)</b></p> <p><b>2 days for focus groups &amp; follow up assessments (PEF £300)</b></p> <p><b>Whole staff Development time to review progress;</b> <b>26.08.19, 04.11.19, 03.02.20, 20.04.20, 01.06.20</b></p>
<p><b>School Priority 4</b></p> <p><b>NIF Priority</b></p> <p><b>Improve attainment in Literacy &amp; Numeracy</b></p> <p><b>NIF Driver</b> <b>Assessment of Children's progress</b></p>	<p>1+2 Spanish</p>	<p>Teachers to take part in Spanish training with David Kerr Dec 2019/Jan 2020</p> <p>Plan community cultural event</p>	<p><b>Ms Reynolds-Lewis to lead &amp; plan cultural community event for partnership</b></p> <p><b>Training with David Kerr 11.12.19 &amp; 08.01.20</b></p>

<b>HGIOS?4 / HGIOELC Qis 3.2</b>			
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