



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

School: Laurieknowe Primary School

Date: June 2019

## 1. Vision, Values and Aims

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

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

### Our Vision, Values and Aims School Statement

Vision: **Doing Well Together, Where Every Person Matters**

Values: These guide the way we work as a school and learning community. We are...

★ Respectful and Responsible  
★ Nurturing and Encouraging;  
★ Confident and Successful

★ Trustworthy and Honest  
★ Creative and Inspiring  
★ Ambitious and Achieving

★ Inclusive and Fair

Aims: At Laurieknowe Primary School our vision is encapsulated within the school's AIMS to:

- ★ Be the best person you can be
- ★ Achieve and believe in your dreams
- ★ Work and learn in a caring, safe environment
- ★ Encourage and look out for others
- ★ Aim high-the race for excellence has no finish line.

**Review Date: January 2022**

**Review Activities (as appropriate):** V,V&A were reviewed in 2018-19. This was completed with learners on a class by class basis. Their views were presented to the staff team who were then able to focus in on the recurring themes and views. This was then shared with parents who were given the opportunity to contribute and give feedback. These updated VVA will be officially launched in August 2019.

## 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> <b>Achievement of a Level NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy <b>NIF Driver</b> All <b>HGIOS4</b> 1.1, 2.2, 2.3; 3.2 2.2 <b>HGIOELC? QIs:</b> 2.2,</p>	<p><b><u>Incorporating benchmarks into Literacy Programme:</u></b> Through collegiate working groups a new literacy programme for Laurieknowe has been developed in which benchmarks are embedded and which reflects national assessment descriptors for progress through each Level (ie Beginning to Learn / Some Progress/ Good Progress / Very Good Progress).</p> <p>This Literacy Programme supports teacher assessment and planning for next steps in learning for all needs within the class. The clarity and accuracy this provides supports attainment of achievement of pupils.</p> <p><b><u>Remodel Planning:</u></b> Planning formats have been remodelled in order to ensure curriculum coverage and progression through E's &amp; O's. Planning formats have been streamlined to reduce bureaucracy, but their design supports clarity in planning, leading to better outcomes for learners.</p> <p><b><u>More rigorous interrogation of data / attainment meetings:</u></b> New tracking systems have been trialled and developed over the course of the year, with the final format and supporting documentation used for end Term 3. Data points for all ages are set at the end of each term. This data is now collated for all pupils and comparisons made with attainment of pupils in receipt of PEF funding. Trends / gaps / needs are identified through interrogation and provision of resources / interventions / support is allocated on this basis. Data is interrogated by SLT and from Term 2 has been shared with the wider staff team. This includes tracking of historical assessment information. Attainment meetings have been held in Term 1 with all teachers, in Term 2 with P1, 4 and 7. Unfortunately attainment meetings were missed at end of Term 3 due to lack of capacity. Progress of pupils taking part in interventions is monitored.</p>	<p>Further use of the literacy programme to increase teacher confidence leading to more accurate assessments, effective planning for learning and transition into next academic session, across all year groups.</p> <p>There is a need to produce a similar programme for Numeracy and HWB.</p> <p>Monitor planning for quality in addition to curriculum coverage and progression.</p> <p>Ensure that completed long and termly plans are kept centrally so that they provide good starting point for future transition and to inform teacher discussions on impact and progression.</p> <p>Dig deeper into comparative data to include other vulnerable groups – ASN, LAC and pupils with CP concerns – How well are these pupils doing compared with class average? What do we do to address gaps?</p> <p>Ensure that time is blocked out at the end of term to allow for attainment meetings to happen with all teachers where possible. Manage the capacity of SLT to allow this to happen effectively.</p>

	<p><b><u>Moderation within and across stages / levels:</u></b> Moderation has been completed this year on an ad-hoc basis. All staff have taken part in moderation of writing at several stages as well as across the cluster at 'Holistic Assessment' CPD. Specific members of staff have taken part in authority / cluster moderation – particularly in P1, P4 and P7.</p>	<p>Plan moderation cycle for next academic year, ensure capacity to allow it to be rigorous and robust.</p>
	<p><b><u>Use BGE toolkit</u></b> SLT have used aspects of the BGE toolkit in the early stages after its eventual release. We have not yet compared our recent attainment / achievement results.</p>	<p>SLT to become more familiar with the BGE toolkit and how to make it work effectively for us.</p>
	<p><b><u>SHANARRI focus for whole school:</u></b> See Q.I 3.1</p>	
	<p><b><u>Benchmarks in new (pre2018-19) Numeracy Programme.</u></b> Benchmarks form the basis of the numeracy programme which has been used across school. Unfortunately SLT have been unable to moderate its impact on learners within this academic session. This will be a priority for 2019-20.</p>	<p>Priority for SIP 2019-20</p>
<p><b>School Priority 2:</b> <b>Skills for Learning, Life and Work</b> <b>NIF Priority</b> <b>Improvement in employability skills and sustained positive school-leaver destinations for all young people.</b> <b>NIF Driver</b> <b>Assessment of children's progress and performance information</b> <b>HGIOS4 2.2, 2.3, 2.7, 3.3</b> <b>HGIOELC? QIs:</b></p>	<p><b><u>'World of Work Week' / 'My World of Work' website':</u></b> A working group was established and implemented a highly successful event in March 2019. The working group involved parents and wider community partners and were able to offer a varied and valuable timetable of experiences for pupils across school. Pupils experienced visits and visitors which included: a range of specialist NHS occupations, Emergency Services, Armed Forces, TV and news journalists, hospitality and beauty industry and a visit from Scottish artist Steven Brown. This list is not exhaustive. P5-7 registered and have used the 'My World of Work' website.</p>	<p>Review the timing of World of Work Week and the use of satellite workshops throughout the year and across N-P7 which then culminates with World of Work week.. Planning and implementing working group to be identified earlier in the year to give plenty of time for planning and organising. Monitor the ongoing and future use of 'My World of Work' website – e.g. when will current P4 register? How often should children access the site? What is its impact?</p>
	<p><b><u>D&amp;G Employability Skills Folder/ Employability Programme:</u></b> Wider staff team are aware of the information contained within the folder which was reviewed by a working group and led to a pilot 'Employability Skills Development Programme' across P3, P5 and P6. This working group researched good practice established at Heathhall Primary School and are working to establish a format that is sustainable at Laurieknowe.</p>	<p>The pilot will be reviewed in June 2019 with plans for across school roll-out completed before next academic session.</p>
	<p><b><u>Sharing work and evaluating impact of 'World of Work' with parents and carers:</u></b> A Primary 6 class were identified and tasked to produce a World of Work newsletter to share the learning which took place across school with the parents and carers. This newsletter has been shared with the wider community including the groups and business who took supported the event, copies of which are on the community notice boards in Tesco and Garden Wise.</p>	<p>Implement more rigorous evaluation of the impact through parent/carers voice.</p>

	<p><b>HGIOS4:</b> Staff are becoming increasingly familiar and confident with using HGIOS4 quality indicators, including challenge questions as part of their working groups.</p>	<p>Further empower staff to confidently engage parents and learners in evaluation through HGIOS4.</p>
<p><b>School Priority 3:</b> <b>Engaging with parents</b> <b>NIF Priority</b> <b>All</b> <b>NIF Driver</b> <b>Parental Engagement</b> <b>HGIOS4: 2.5</b></p> <p><b>HGIOELC QIs: 2.5</b></p>	<p><b><u>Increasing engagement and attendance when reporting to parents and carers:</u></b> A small test of change regarding parental engagement at Learning Conversations showed attendance at 91%.</p>	<p>Recording of attendance is to be expanded to include all parent/carer events and sessions in order to establish a baseline of attendance and engagement.</p>
	<p><b><u>Share development work with parents through information sessions and sharing the learning:</u></b> Phonic workshops were led at the start of the year and included booklets for families to use at home. Feedback was that this would be very helpful for parents when working with their children at home.</p>	<p>MR will lead a drive on parental engagement in curriculum and development through next session.</p>
	<p><b><u>Production of information booklets for parents and carers in support of their child's attainment in Literacy &amp; Numeracy:</u></b> This work was carried out by a cross stage working group. The leaflets will enable parents and carers to support the learning of their child. They are deliberately designed to be text light and accessible by all.</p>	<p>Leaflets will be shared with the Parent Council in June 2019. Feedback from them will be addressed before they are shared with whole school community in August 2019.</p>
	<p><b><u>Use of agreed format for newsletters to improve communication about learning between home and school:</u></b> The agreed format has been used but not yet consistently across school. Other avenues of communication have been relaunched specifically:</p> <ul style="list-style-type: none"> <li>• Laurieknowe School Blog which encapsulates the wider work of our school.</li> <li>• Laurieknowe Twitter account which is used to keep parents, carers and the wider community up to date with the events and achievements in school.</li> </ul>	<p>The responsibility for updating both blog and twitter will be more widely shared until all teachers are able to do so. Raise the profile of blog and Twitter with parents and carers. Raise expectations of pupils contributing to blog more regularly. Work towards sustainable methods of communication with parents without disadvantaging families who have no internet access. Quality and use of standard newsletter format to be more rigorously monitored.</p>
	<p><b><u>Family Learning support programme to target most vulnerable pupils and families in order to close the poverty related gap:</u></b> Family Learning Co-ordinator. Discussions are at an early stage regarding the offering of Family Learning provision at Laurieknowe school (this is due to the capacity of CLD).</p>	<p>Family Learning Co-ordinator to lead on 'Roots of Empathy' programme and others where capacity permits.</p>
	<p><b><u>Better Relationships, Better Learning incorporating Anti-bullying policy:</u></b> DHT attended Respect for Me training day. A working group will be established to include parents and input from all staff and pupils. HT took part in D&amp;G launch day of Better Relationships, Better Learning.</p>	<p>To be continued into 2019-20, completed by end Term 1. Information/learning from BRBL launch will be disseminated and form the basis of professional dialogue, reading and the establishment of working groups.</p>

**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?

**P1 Stay, Play and Learn:**

There was a mixed outcome from this work in school. The quality of provision from EYS not as expected, resulting in many parents & carers disengaging from sessions. Through terms 1,2 and 3 school made changes in when these sessions happened and were in constant communication with EYS in order to try to raise the standard within the sessions. In the end the partnership with EYS was ended in Term 3. In term 4 we have planned our own in-house sessions, facilitated by an N-N and funded through PEF. Parent attendance has already shown a marked increase.

**PEF Teachers and Learning Assistant/Nursery Nurse (casual):**

1.4 FTE teachers who were appointed to lead on assessing and identifying learners to receive specific literacy and numeracy interventions and to measure the progress / impact of them, these included;

- Closing the Literacy Gap
- Fastlane
- Closing the Numeracy Gap
- Nurture linked to Boxhall Profile outcomes
- Talking, Listening and Questions
- Personalised learning
- Liaising with Aberlour and other outside agencies.
- Supporting transition of vulnerable pupils from P7 to S1.

This role also included overseeing the work of a learning assistant who was assigned to carry out some of the interventions.

A detailed report on the outcomes and impact of the work of the PEF funded teacher has been produced.

**Mindfulness:**

All teachers were in receipt of 6 hours of online learning in order to prepare them to deliver the DoBe Mindful programme with their classes. Mindfulness approaches and techniques are being used across school but to varying standards and frequency. This programme was rolled out across school for all children in the spirit of inclusivity.

**P1 Laurieknowe Learning Together:**

Continue to roll out in-house sessions in 2019-20. In order to make this a sustainable model it will run on a four weekly cycle with planning and review time on either side of the sessions.

1.0 FTE teacher to facilitate.  
Resources funded by PEF (approx. £1000)

**PEF Teachers:**

1.0 FTE funded teacher to continue

- Closing the Literacy Gap
- Fastlane
- Closing the Numeracy Gap
- Nurture linked to Boxhall Profile outcomes
- Talking, Listening and Questions
- Personalised learning

**Mindfulness:**

Overall this has had a positive impact on the behaviour of children across the school. Further targeted work with families will be the next stage of this.

	<p><b><u>Aberlour:</u></b> This was a cluster wide initiative led by Dumfries Academy. Laurieknowe contribution which was just under £5000. This was intended to fund the targeted work with families around relationship based practice. Thirteen families were identified by school and referred to Aberlour, however none of these families wished to work with the Third Sector. As a result it was agreed that Aberlour would work alongside the PEF teacher providing nurture interventions with six targeted children in school.</p> <p><b><u>Let's Get Sporty:</u></b> Continued to offer a wider range of opportunities to become involved in sport within the school day, something that many of the cohort would not be able to do out with the school day due to cost.</p>	<p><b><u>Aberlour:</u></b> In this case, unfortunately, the funding decision was made at cluster level and in the absence of the Headteacher. Due to the non-engagement of families in this partnership, we will not continue this. This was a very costly exercise for very little return on impact for our families.</p> <p><b><u>Let's Get Sporty:</u></b> School plans to use a more targeted approach with Let's Get Sporty. This will include working with families as well as targeted groups of pupils.</p>
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## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	School's Vision, Values and Aims (VVA) have been revised this session to reflect our ethos and ambition.	Revised VVA to be embedded throughout the daily practice in school and for all stakeholders to espouse the Laurieknowe vision. This will be done through a range of strategies, not limited to: regular dialogue, interactive displays and at whole school celebrations.	4
	The Senior Leadership Team empowers teaching staff to drive forwards change and improvements. This is done through increasingly regular professional development, professional reading and membership of working groups.	Further develop the culture of using and sharing professional reading linked to professional development, across the whole team and within eg working groups, stage / age partners.	
	Staff collaborate on curriculum initiatives with a strong focus on continuous improvement and better outcomes for learners.	Further build capacity within school, providing regular, planned opportunities to share and observe good practice and pedagogy.	
	School is employing increasingly creative strategies to engage and involve parents and learners, including: P1 Stay, Play & Learn, Book Week, World of Work Week, Enterprise activities and Sharing the Learning Sessions.	Parental engagement and involvement to be a key aspect of SIP going forward. School to devise and plan a more structured calendar of events throughout the year in which parents can become involved. Including more formal working groups linked to aspect of school improvement.	
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> </ul>	Continued positive and nurturing ethos which enables learners to achieve in a culture of enterprise and creativity.	Formalise pupil voice within new planning format. Need to address restriction within Digital Learning (Access to Wi-Fi and hardware e.g. iPads and/or e-readers) in order to give pupils equality of access to learning resources and activities online and through use of such technologies.	4

<ul style="list-style-type: none"> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>New tracking and monitoring programme in place which has led to improved teacher confidence and improved attainment and achievement for learners.</p>	<p>Develop tracking system for Health and Well Being.</p>	
	<p>Teachers are more secure in their judgements due to a greater knowledge of the benchmarks and interpretation of data.</p>	<p>Increase the use of planned Holistic Assessments and introduce a formal calendar of moderation across school.</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>School has a welcoming, caring ethos where the views and values of all are listened to. The recent review of our Vision, Values and Aims reflects the importance of wellbeing in the day to day working of our school and the experience of our learners.</p>	<p>Further embed pupil voice throughout the work of the school to include feedback from curriculum events and celebrations.</p> <p>Renewed focus on the development of outdoor spaces to maximise opportunities for health and wellbeing as well as learning for sustainability.</p>	51
	<p>All stakeholders fulfil their statutory duties and take responsibility for ensuring our learners are safe and secure. Staff are aware of wellbeing indicators, the use of SHANARRI is developing but not yet consistent.</p>	<p>Further work to be undertaken on what these means, how it translates into practice and how to share it with learners, parents, carers and the wider community.</p>	
	<p>Nurture groups have formed the basis of a range of interventions this year e.g 'Number through Nurture' and including work undertaken through PEF funding (please see PEF impact report).</p>	<p>Build capacity to increase the opportunities for vulnerable pupils to experience nurture groups and, reflecting on the changes made to our VVA, to embed Nurture within the ethos of the school.</p>	
	<p>Pupils contribute to school in a variety of way: e.g. House Captains, JRSO's, Charity Cadets, Eco Group, Buddies, Sharing the Learning, After School Clubs including Mindfulness. The contributions made by pupils are shared and celebrated through assemblies and displays, with increasing use of Blog and Twitter contributing to this.</p>	<p>Plan for the systematic development of pupil voice and contribution to the wider life and work of the school in a variety of innovative and creative ways, to involve all learners.</p>	
	<p>Pupils at Laurieknowe make contributions to the wider community in a variety of ways: In 2018 our school won the Whitesands Flower Tub competition, which we will enter again in 2019 as part of 'Dumfries in Bloom'. P7 played an active role in the commemoration of 100 years since WW1 with the community at the War Memorial. Groups of children took part in a Tree Planting initiative in Dock Park.</p>	<p>Continue to build and develop community partnerships, capitalising on opportunities for learners to contribute to and be involved in community projects.</p>	

	<p>Children have raised funds for the local foodbank. Our P7's participated in the Burns celebration at the Burns statue with the Rotary Club.</p> <p>A selected group of P6's have been working with service users at Charnwood Lodge through an initiative to raise awareness of Dementia.</p> <p>School has worked closely with local partners such as Active Schools to provide the opportunity for our learners to take part in a range of sports, including great success at local netball league, and making the national finals of SFA Soccer Sixes. Pupils have experienced local club sports e.g. tennis, curling, golf as well as using DG1 for swimming and the Keswick Centre for running club.</p>	<p>Further develop the work with groups within the community to include service users coming into school to share learning and experiences.</p> <p>Continue to develop the range of opportunities learners have to take part in clubs and to experience a range of sports and activities. Work to develop this more widely across school.</p>	
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p>New numeracy programme is in use to support quality learning and teaching in order to raise attainment.</p>	<p>Numeracy programme now needs to be streamlined in order that the learner's journey is clearer and therefore easier to track progress through the level and over time.</p>	4
	<p>Teaching of writing approaches were revised and shared at INSET. Classroom observations led by SLT were focused on writing. Teachers are becoming more confident in using a wider range of strategies.</p>	<p>To revise writing programme and further embed literacy through the curriculum, in particular through IDL.</p>	
	<p>School employed a blanket assessment of the phonological awareness Primary 2 pupils. Through this assessment gaps in learner were identified and addressed through interventions that were personalised to the child. These interventions included 'Closing the Literacy Gap'. The outcomes of these interventions are demonstrated through improvements in attainment in literacy.</p>	<p>Repeat this strategy in identifying appropriate intervention to meet the personal needs of pupils in school. Where we have the capacity for example school should increase the use of TLQ.</p>	

<p><b>3.2 Securing children’s progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children’s progress over time</i></li> <li>• <i>Overall quality of children’s achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>3.2 (ELCC)-Children in the setting feel safe and happy, most are confident and are keen to speak to adults in the nursery setting and beyond.</p> <p>Transition includes P6 Buddies which involves a variety of activities with pre-school children. These include joint P.E sessions, playdates in school, Teddy Bear’s Picnic and visits with children from other settings who are coming to school, as well as a swap over of staff members.</p> <p>Children’s achievements out with nursery are celebrated on the “Reach for the Stars Wall”. SHANARRI dolls (Tom and Jasmine) go home with the children and this invites parental involvement as the adventures of the dolls are recorded by families. In addition the focused SHANARRI wall is where children can refer to what they are doing in the way of nurture, respect etc.</p> <p>All children are treated fairly and have individualised PLP’s and Learning Plans and these are regularly reviewed to reflect the child’s interests and foibles.</p> <p>A wide variety of activities are employed to develop literacy and numeracy skills. These include TLQ which tracks spoken language in those children who have been identified as needing further support in this area.</p>	<p>Continuation of TLQ and further development of transition arrangements to include more rigorous evaluation with parents and children to inform next steps.</p> <p>Recording of data to be able to be shared more widely with partners, parents and to support transition, track progress and to evaluate impact of strategies and for progression purposes</p>	<p>5</p>
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>A review of curriculum across school led to the development of long term plans across all year groups. This enabled staff to see how well the breadth of curriculum is being covered. Staff now record termly plans for the delivery of curriculum, this again enables clarity and opportunity to ensure curriculum coverage and progress along learning pathways.</p> <p>Focus – Literacy Through working groups and moderation a new literacy programme has been developed which provides clarity to teachers in the learning pathway for pupils through each aspect of</p>	<p>Embed ongoing review of curriculum, empowering teachers to make appropriate changes to meet the interests and needs of their class, including child-led learning.</p> <p>Monitor quality of curriculum planning with collective evaluation across school. Empower teachers to increase opportunities for IDL, creative, digital and outdoor learning.</p> <p>Ongoing evaluation of the literacy programme will ensure that it remains in line with moderation and expected outcomes.</p> <p>Repeat this strategy for developing programmes of learning which clearly evidence learning pathways for other curriculum areas. In</p>	

	<p>literacy. The clarity of pathways, designed by teachers, ensures curriculum coverage and progression through and across levels. Learning and teaching through work week was able to produce evidence of the progression of learning in reading and writing from Nursery to Primary 7.</p>	<p>2019 – 20, focus on Numeracy and HWB.</p>
	<p>Senior Leaders have established successful strategies for a manageable development of the curriculum driven by teachers.</p>	<p>Develop strategies for including pupil and parental involvement in curriculum design and development.</p> <p>Ongoing work to ensure that our school's curriculum reflects and embeds both SHANARRI and the refreshed VVA.</p>
	<p>The majority of pupils have access to high quality outdoor learning through a mixture of 'Learning through Play', day and residential visits to outdoor education provisions.</p>	<p>Action Plan to be developed which will address the impact of cuts to Outdoor Education provision across D&amp;G. How can school continue to offer high quality learning from other sources? What capacity do we have internally? Parents/ Carers?/Wider Community? In the long term - Playground changes? Future budget needs for resources?</p>
	<p>This year saw a significant step change in the work of school in making our learners aware of the world of work, both in the range of carers available and the required skills.</p>	<p>World of Work Programme to be finalised and implemented, ensuring coverage of employability skills through school. Raise awareness amongst all stakeholders of the need to challenge gender stereotypes within careers.</p>
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<p>Laurieknowe has an active Parent Council who continue to make a valued contribution to school.</p> <p>As a school we offer a widening range of events and activities through which parental engagement and involvement is being increased in support of learners – e.g.: 'Stay, Play &amp; Learn', Book Week, World of Work Week, School Show, Sharing the Learning Assemblies, Enterprise Activities, Sports Day Picnic, Transition events, Parent Helpers.</p>	<p>More robust and effective evaluation of partnership working leading to improved next steps.</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 )
<b>School Priority 1</b> <b>Achievement of a level</b>  <b>NIF Priority</b> <b>Improvement in attainment, particularly in numeracy.</b>  <b>NIF Driver</b> <b>School Leadership</b> <b>Teacher Professionalism</b> <b>Parental Engagement</b> <b>Assessment of children's progress</b> <b>School improvement</b> <b>Performance information</b>  <b>HGIOS?4 / HGIOELC QIs</b>	<b>Raise attainment and achievement across all year groups. Based on 2018-19 data this should particularly focus on P4-7 outcomes.</b>	Professional development in the use of holistic assessment and opportunities for moderation within age and stage internally and with colleagues externally.	Lead: SLT Responsible: All teachers, whole team, stage partners and cluster opportunities. Time: Ongoing
		Rigorous pupil progress meetings with class teachers linking in with provision of additional support /interventions for learners through PEF and ASL Teams.	Lead: SLT Responsible: All teachers and ASL team. Time: Data points – Oct, Dec, Mar, June
		Collegiate development time to identify barriers to learning through data analysis and professional dialogue. Actions to overcome barriers to lead into review of Numeracy Programme.	Lead: SLT Responsible: All staff Time: By end Term 2.
	<b>More able learners are challenged to achieve deeper understanding and to move beyond expected levels.</b>	Teachers to identify more able learners, using both ongoing teacher assessment but also outcomes from national assessments.	Lead: SLT Responsible: All teachers including ASLT Time: End September
		The attainment and achievement of more able pupils is tracked termly.	Lead: SLT Responsible: All teachers and ASL team. Time: Data points – Oct, Dec, Mar, June
		Establish supportive links with secondary colleagues to enable more learners to experience Third Level outcomes.	Lead: SLT Responsible: All teachers including ASLT Time: End September
<b>Progression through benchmarks is secured through planned curriculum coverage.</b>	To review / evaluate the Numeracy Programme developed in 2017-18 to establish teacher confidence, curriculum coverage and assessment of attainment and achievement.	Lead: SLT Responsible: All staff Time: By end Term 2.	
	Streamline the document to be more in line with the Literacy Programme (2018-19) in order to support assessment of progress and achievement within a level.		
<b>Learners will experience numeracy learning through IDL, outdoor learning and a school environment which seeks to promote numeracy.</b>	Professional Reading and development through ' Numeracy Across Learning' Education Scotland (National Improvement Hub).	Lead: SLT Responsible: All staff Time: By end Term 3	
	Link with Playground Development work – See SIP Priority 2&3		

<p><b>School Priority 2</b>  <b>Engaging and involvement of Parents and Carers</b></p> <p><b>NIF Priority</b></p> <p><b>NIF Driver</b>  <b>School Leadership</b>  <b>Teacher Professionalism</b>  <b>Parental Engagement</b>  <b>School improvement</b></p>	<p><b>The revised Vision, Values and Aims will be embedded into the everyday work of the school. Parents and carers will have frequent opportunities to see this in action and to share their opinions and ideas on the impact of this on the school community</b></p>	<p>The views, experiences and suggestions of pupils, parents &amp; carers and school partners will be collected regularly throughout the year, specifically after events in school and more widely as part of development.</p> <p>Events will include:</p> <p>Sharing the learning assemblies.  Open Evenings / Drop in sessions.  Family Learning Sessions.  Parent – Teacher – Pupil – Learning Conversations.  School Performances &amp; Church Services.  Sport's day.  Parent Council led events.</p>	<p>Lead: SLT  Responsible: All staff  Time: Ongoing</p>
<p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p><b>Increased contribution from parents and carers to the ongoing development of school.</b></p>	<p>Parent Council to plan strategies to increase contribution from the wider Parent Forum, beyond attendance at events.</p> <p>Parent Council to collaborate with school in identifying contributors from the forum for the following identified projects:</p> <ul style="list-style-type: none"> <li>●Playground Development – the physical space.</li> <li>●Better Relationships, Better Learning – School Policy to include anti-bullying.</li> <li>●World of Work Week – to further develop this from 2018-19 including 'satellite' events throughout the year.</li> </ul>	<p>Lead: Parent Council  Responsible: SLT  Time: Aug - June</p>
	<p><b>Parents and carers will be more informed about developments in learning and teaching of numeracy, thus empowered to support learning at home.</b></p>	<p>Family Learning Booklets as designed in 2018-19 are strategically shared with parents.</p> <p>A series of more formal 'Family Learning' sessions will be implemented to share current pedagogy around learning and teaching maths. The focus of these sessions will be identified in response to parent voice.</p> <p>Regular informal open afternoons/ drop in session will be arranged, where parents can pop in to see maths learning in action.</p> <p>School will promote and celebrate participation in National Numeracy Challenges throughout the year.</p> <p>'Maths Sacks' will be developed as a way to engage parents in family learning and activities in numeracy. One 'sack' in each class which is taken home each weekend by a class member. Parents will be encouraged to engage in the activities with their child and to record experience 'diary' style.</p>	<p>Lead: SLT  Responsible: Working group form 2018-19.  Time: By end August.</p> <p>Lead: M.Rogers  Responsible: All staff  Time: Timetable by end Term 1, implemented through rest of year.</p> <p>Lead: M.Rogers  Responsible: All staff  Time: Timetable by end Term 1, implemented through rest of year.</p> <p>Lead: SLT  Responsible: All staff  Time: Ongoing</p> <p>Lead: DHT  Responsible: All staff  Time: Sacks in place September</p>

<p><b>School Priority 3</b> <b>Health and Wellbeing</b></p> <p><b>NIF Priority</b> <b>Improvement in children's and young people's wellbeing.</b></p> <p><b>NIF Driver</b> <b>School Leadership</b> <b>Teacher Professionalism</b> <b>Parental Engagement</b> <b>Assessment of children's progress</b> <b>School improvement</b> <b>Performance information</b></p>	<p><b>High quality HWB is embedded in school, all stakeholders are empowered in their ability to reflect on their own wellbeing.</b></p>	<p>Cluster wide development work towards a HWB Programme which identifies progression, assessment and moderation.</p> <p>Laurieknowe personalised sketch note/ wordle to reflect and evaluate current practice.</p> <p>More rigorous use of GIRFEC / SHANARRI wheels to measure HWB with learners.</p> <p>Professional reading – “Compassionate and Connected Classrooms” – Education Scotland.</p> <p>Participation in the John Muir Award for P6/7.</p>	<p>Lead: SLT Responsible: All staff Time: Beginning Term 1 then ongoing.</p> <p>Lead: SLT Responsible: All staff Time: Term 1</p> <p>Lead: SLT Responsible: All staff Time: Term 1 and 4</p> <p>Lead: SLT Responsible: All staff Time: Term 2</p> <p>Lead: SLT Responsible: All staff Time: Term 4</p>
<p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p><b>Learners will have further opportunities to take their learning outdoors and experience enhanced/improved outdoor provision.</b></p>	<p>Professional Development – What is Outdoor Learning?</p> <p>Employability Programme (From 2018-19 trial) to include opportunities for outdoor learning across all ages and through the year.</p> <p>Developing partnerships in order to make improvements to school grounds. Includes work of Eco Group towards Green Flag award.</p> <p>Review and plan opportunities for residential experiences given the changed capacity provided by D&amp;G.</p>	<p>Lead: SLT Responsible: All staff Time: Term 4</p> <p>Lead: Working Group 2018-19 Responsible: All staff Time: Sept – May</p> <p>Lead: Mrs Harvey &amp; Eco Group Responsible: All staff Time: End Term 4</p> <p>Lead: Mr Newlands and Miss Morton Responsible: All staff Time: Term 4</p>
	<p><b>The daily experience of all members of the school community reflects the Vision, Values and Aims of Laurieknowe.</b></p>	<p>Begin the implementation of D&amp;G ' Better Relationships, Better Learning' strategy.</p> <p>DoBe Mindful will continue with more rigorous monitoring of its implementation. A selection of classes will be identified to trial DoBe Mindful – Parents/Carers.</p> <p>Staff will participate in cluster wide development of Staff Wellbeing.</p> <p>Targeted work with Let's get Sporty, working with families and groups.</p> <p>See also – SIP 2.</p>	<p>Lead: SLT Responsible: All staff Time: Term 2</p> <p>Lead: SLT Responsible: All staff Time: Term 1. Parents trial Term 3.</p> <p>Lead: SLT Responsible: All staff Time: Term 1 then ongoing.</p>