

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

School: Lincluden Primary

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:

Lincluden Primary School never gives up providing chances for all of our pupils to be the best they can be.

Our School Values are:

Equality, Self-belief, Respect, Ambition, Tolerance, Citizenship and Effort

We aim to:

Give all children the equal start in life that they deserve.

Create a secure and safe environment where the whole team will support each other.

Develop pupils' self-respect for others and for property, as they work towards becoming responsible citizens.

Encourage pupils to have the confidence to look beyond the school environment and aim high.

Develop healthy habits to help pupils have a healthy mind and healthy body.

Work in partnership with parents and carers to deliver the best for all of our children.

Encourage pupils to become independent learners who value their own achievement.

Review Date: August 2019

Review Activities (as appropriate)

Our vision and values are reviewed annually as part of our work on setting the learning environment at the start of the school year. We share these in newsletters with parents and invite responses.

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>School Priority 1:</p> <p>Raising Attainment</p> <p>NIF Priority 1&2</p> <p>NIF Driver School leadership School improvement Teacher professionalism Assessment of children's progress</p> <p>HGIOS? 4 / HGIOELC? QIs: 1.1, 1.2 ,2.3, 2.4, 3.2</p>	<p>Pupils' attainment has continued to improve throughout the school due to a variety of interventions and a continuing focus on quality learning and teaching. This is evidenced through termly attainment tracking and monitoring which shows the majority of pupils are making expected levels of progress. CfE achievement of a level data confirms this and reports improved attainment in P.7 though writing remains a key area for focus.</p> <ul style="list-style-type: none"> • Maths setting is now fully embedded and better systems are in place for monitoring pupil progress. Ongoing review of maths setting to ensure that it is the best method to deliver numeracy for our children. • PEF funding led by our PEF PT, Janis Gray, has supported 'Closing the Literacy Gap' and 'Fast Lane' with significant input from our ASfL teacher, Gail Stewart. These interventions have shown very good improvement. PEF funding also allows us to continue to refine our numeracy intervention, 'Number Boost', in collaboration with Elaine Callendar. Several support staff within the school are now trained to deliver these interventions to ensure that the skills are extended to our 	<p>Seemis tracking and monitoring roll-out to support increase accuracy and professional dialogue around pupil attainment. Ensure better understanding of SNSA data to support pupil progress and attainment.</p> <p>Continue to develop these initiatives as part of next session's PEF allocation, Janis Gray, Rachel Nicholson and Claire Richardson to lead these initiatives Embed new writing programme next session.</p>

	<p>core staff, however we are reliant on the extra capacity that PEF gives to offer these interventions. TLQ has been continued in Primary 1 and Nursery with very positive results, co-ordinated by our Early Years Senior Practitioner, Kirstie Bell and Rachel Nicholson. Miss Bell is also leading an intervention to develop better working memory for identified nursery pupils. Nursery have amended their planning to give a direct focus on literacy/ numeracy every week. Writing focus groups led by PEF teacher, Tracy Milligan, one day a week have helped improve writing skills and this is confirmed by teacher judgement of progress. Our writing programme has been reviewed and improved by staff working groups in line with the benchmarks and will be implemented next session.</p> <ul style="list-style-type: none"> Teachers are becoming more confident about their judgement of CfE levels in literacy and numeracy through use of the benchmarks and moderation activities. This has been developed through cluster sessions for all teaching staff as well as focus discussions at end of level stages led by our DHT. We have been fortunate to have two QAMSO's this session, Rachel Nicholson and Janis Gray, who are both working on writing. They have facilitated successful moderation sessions, financed through the authority cluster moderation allocation. Cluster staff have engaged positively in these sessions and this resulted in quality professional dialogue. However, the challenges faced by our cluster school, NWCC, have limited the opportunities to engage with secondary staff this session. 	<p>Extend opportunities for professional dialogue across the cluster through increased number of cluster QAMSO's, covering a greater breadth of subjects and levels. Collaboration with NWCC to offer staff more realistic opportunities for peer observation and dialogue.</p>
<p>School Priority 2: Parental engagement and involvement</p> <p>NIF Priority 2&3</p>	<ul style="list-style-type: none"> Parent friendly format of SIP developed to share meaningfully with parents. Consultation with parent forum members regarding format. Parent SIP issued to all parents in September 2018 with positive response. 	

NIF Driver**Parental engagement****HGIOS? 4 / HGIOELC? QIs:
2.5**

- ‘Stay and Play’ sessions supported by EV’s and Family Learning fully embedded throughout nursery and extended to school, led by Rachel Nicholson in PEF funded PT role in collaboration with school staff. ‘Stay and read’ and ‘Stay and count’ sessions have seen the majority of P.1 parents engage with these over four week blocks with positive feedback. This has now been extended to P.2 while the P.1 teacher, Michelle Buglass, is continuing to lead this in her own class with ‘Stay and STEM’ ‘Shared Finish’ afternoons have been allocated a theme this session to ensure greater focus and cohesion for our parental engagement. ‘Edmodo’ firmly embedded in nursery and most parents engage with nursery through it and are positive about its use. Nursery parents are involved in discussion about progress and learning through care plan meetings. Parents in school continue to be important partners in learning with good engagement in learning conversations twice a year.
- Lesley White, our PEF funded Family Support Worker has continued to engage with individual parents to support them with children’s behaviour and routines. This has allowed us to reach some of our more vulnerable families and we are beginning to see the impact of this as trust is built. We have signposted parents on to other agencies and supports more effectively this session. Lesley has also run ‘Stay and Cook’ after school groups involving parents and these have been very well received by the small number of parents and children who have participated. A parent drop-in has been trialled but with limited success.
- Our Early Years Senior Practitioner, Kirstie Bell, has created a booklet of helpful hints about ideas for children in the local area. Nursery staff are currently arranging a series of visits with parents and children to launch this

Further embed the ‘Stay and....’ Format within the school. Review ‘Shared Finish’ parent afternoons to improve engagement in the upper classes.

Review the Family Support Worker role as Lesley will be leaving us this summer. Ensure key elements are incorporated in any new PEF role.

Consider extending this resource to school age children and their families.

	resource and to help to support parents in utilising the local community more effectively.	
<p>School Priority 3:</p> <p>HWB</p> <p>NIF Priority 3</p> <p>NIF Driver School leadership School improvement Parental engagement</p> <p>HGIOS? 4 / HGIOELC? QIs: 3.1, 2.4</p>	<ul style="list-style-type: none"> • All pupils have had weekly opportunities for outdoor learning. PEF funding has allowed us to timetable learning assistants to support this and pupils have engaged more extensively with their local environment. 74% of pupils report positively on this and all staff report increased pupil engagement. A wide range of learning experiences across the curricular areas have been provided and Keith Walker has supported with some activities, including our P.7 charity 'Wee Sleep Out'. Outdoor clothing has not yet been purchased due to restrictions around storage but is still being investigated. Nursery continue to use the local area extensively and ensure that outdoor play is a daily part of the nursery experience. They have enhanced their outdoor provision by including more natural materials and loose parts and are moving towards a 'freeflow' approach, giving pupils greater responsibility. • Early years and First level staff in both Nursery and school have developed their outdoor areas to offer a range of unstructured play opportunities using natural resources and loose parts. Observation evidences that this is proving successful in improving the quality of the play, with pupils taking responsibility for organizing themselves and working together demonstrating problem solving and effective communication. • All staff have visited the Bridge to extend awareness of how this facility can be used for future learning experiences. • All after school clubs have been financed through PEF this session, with 117 pupils of all ages participating during terms 1-3 in a range of experiences provided by 	<p>Continue to provide a range of outdoor learning experiences and support for these. Investigate purchase of outdoor clothing and storage for this.</p> <p>School and Nursery to utilize the Bridge to extend learning opportunities.</p>

	<p>Active Schools and Let's get Sporty. Our P.5 regional residential excursion to Carlingwark will again be financed through PEF in June this year to encourage all pupils to participate and build confidence and resilience. PEF funding has been used to support a P.4 orienteering partnership with cluster school, Hollywood. It has also subsidized the forthcoming P.6/7 Kingswood residential excursion, again with the aim of improving participation, self-esteem and resilience.</p> <ul style="list-style-type: none"> • Do-Be Mindfulness programme has been implemented across First and Second level. This has been financed by PEF and co-ordinated by Claire Richardson, PEF PT. Anne-Marie Walker, educational psychologist, has supported us in reviewing resilience before and after implementation. No clear gains have been recorded in this but observation evidences that pupils are able to talk about using mindfulness strategies and it is hoped that further embedding this approach across the school will result in improved pupil well-being and behaviour. • Pupil activity participation encouraged through PEF funded swim passes and ice bowl passes. Swim passes more popular than ice bowl so this will be repeated again through the summer holidays. 53 pupils used this over Easter 2019 holidays. • KIVA training for all teaching staff and programme implemented. Explicit teaching strategies are helping pupils better understand their own roles in potential bullying. 'Respect me' training attended by DHT. 	<p>Review mindfulness with staff and decide on next steps.</p> <p>Review of Kiva to determine next steps. DHT to co-ordinate creation of anti-bullying policy with involvement of all stakeholders.</p>
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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?

We consolidated work identified last session aimed at supporting our pupils with their learning and emotional wellbeing. This is to remove the barriers which many pupils in our school setting experience. We have done this through:

Interventions

- Closing the Literacy Gap – P.2,3,4
- TLQ –Nursery, P.1
- Fast Lane reading –P.5/6
- Number Boost –P.3
- Writing Focus groups – throughout the school

We have measured the impact of these interventions through assessment and observation and use the RAFA improvement model to assess impact and inform next steps (see attached evidence). This self-evaluation shows improvement in all of our literacy initiatives but has led us to revise our Number Boost intervention and so we are currently trialling a 'Closing the numeracy gap' approach.

Experiences

To improve resilience we have committed to supporting our residential excursions programme in an effort to involve as many children as possible. Our P.5 overnight excursion to Carlingwark takes place in the last week of this session and we are expecting most pupils to take part. We have made a significant contribution to the P.6/7 three night excursion to Kingswood to encourage our PEF related pupils to participate, resulting in 72% of eligible pupils planning to access this trip in March 2020. Our P.4 year group built a partnership with Holywood Primary to provide children with outdoor experiences such as orienteering as well as building teamwork skills.

All pupils in the school have benefitted from playground interventions creating enhanced opportunities for play and physical activity. These include lunchtime games coaching by 'Let's get Sporty', access paths to use play equipment in all weathers and goals and other play items for use outside. All of our after school clubs have been free this year and 117 pupils across the school have engaged with these. We are currently working towards our silver Sport Scotland School Sports Award. We have repeated the holiday activity passes for pupils this session with 53 pupils using swimming passes at Easter. A more targeted ice bowl pass was trialled in October but this did not prove as popular, as evidenced in parent and pupil survey responses.

A significant aspect of PEF funding this session has been supporting outdoor learning. Learning Assistants have been timetabled to support each class to work outside one afternoon every week and access learning opportunities across the curriculum. This has proved very successful in

increasing pupil motivation and engagement and both staff and pupil surveys evidence this

Relationships/ Emotional wellbeing.

Our Family Support Worker has continued to build relationships with parents and families, offering support both in school and, on occasion, in the home. We have extended parental engagement this session through 'Stay and bake' and 'Stay and cook' after school sessions which are popular with both parents and children. We trialled a parent drop in which had a limited impact but have been more successful this session n signposting on to other agencies where appropriate.

We participated with the cluster this session in Kiva, a Finnish anti-bullying programme. This is not yet completed so it has not been reviewed but it will require us to revisit our anti bullying policy to ensure that it combines with recent 'Respect Me' guidance.

PEF allowed us to invest in a Mindfulness programme, Do-be mindful, which was embedded across the school. Although evaluations hoped to evidence an improvement in pupils' resilience, this has not been clearly shown. However, the programme has been positively received by both staff and pupils, with children able to talk about how to use their mindfulness techniques in real life situations, and we are currently deciding on how best to take this forward next year.

For all of these interventions we have used a range of measures to assess impact through assessments, questionnaires for stakeholders and observation. We have continued to build leadership opportunities for staff in taking forward PEF funded initiatives.

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. 	<ul style="list-style-type: none"> All stakeholders are involved in evaluating progress and creating the improvement priorities for the school and nursery. Teaching staff have used the authority's 'building capacity' materials to self-evaluate specific Q.I's and nursery staff continue to use HGIOELCC and 'Building the ambition' to self-evaluate. Group call has been used successfully on several occasions this session to gather parent responses. Parent and pupil-friendly versions of the SIP have ensured more meaningful engagement with the improvement agenda. Our staff know the children well and have a good understanding of the context in which we work. Our VVA is reviewed annually with pupils as part of setting the learning environment at the start of each session. The 'small tests of change' improvement approach is embedded at Lincluden. PEF 	<p>Ensure that involvement of support staff in self-evaluation and improvement agenda is firmly embedded.</p>	<p>4/5</p> <p>11</p>

	<p>funding has allowed leadership opportunities for some staff to take forward improvement priorities.</p> <ul style="list-style-type: none"> • Staff continue to engage with their TLC though find it difficult to meet regularly. 	<p>Look for ways to support TLC through WTA.</p>	
<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> 	<ul style="list-style-type: none"> • Staff have piloted Seemis tracking pilot this session, led by DHT, Rhona Johnstone. Teachers engage well with termly attainment meetings with positive impact seen on pupils' progress but more work requires to be done in supporting the analysis of SNSA data. • Learning Trios established session 2016/2017 and included in the WTA again this year but staffing changes and challenges faced by NWCC and changes to our own staffing meant that they did not take place. Initiative will be promoted again next session, hopefully in collaboration with NWCC. 	<p>Fully implement Seemis tracking to further improve our tracking and monitoring of attainment.</p> <p>Further support staff in analyzing SNSA data</p> <p>Collaborate with NWCC to successfully facilitate professional; dialogue through a more realistic Learning Trios model.</p>	<p>4</p>

	<ul style="list-style-type: none"> • Staff are more confident in assessing and discussing evidence of achievement. This has been supported through benchmarks sessions with DHT and through cluster moderation sessions. Area of lowest confidence remains writing so more work to be done on this next session. • Regular outdoor learning opportunities have improved pupil engagement. Pupils are involved in planning, and reflection through their learning folders, responsibility groups and context evaluations, all of which ensure that learning is made relevant. Most pupils enjoy learning and engage well however, a small number of pupils, almost all boys, display SEBD which can disrupt learning. 	<p>Continue to facilitate moderation opportunities across the cluster and increase confidence in using the benchmarks. Assessment of writing to be focus of collegiate discussions next session when new writing programme is introduced.</p> <p>Use the advantage of next year's demographics with lower numbers of pupils in school to support SEBD of key pupils. Access support from Educational Psychologist and CAMHS for this.</p>	
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<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> 	<ul style="list-style-type: none"> • Children’s individual needs and wellbeing are at the centre of all decisions made in school. Our values inform all the actions and interactions within the school. Self-evaluation activities are in place with both teaching and support staff to identify areas for development. • Levels of exclusion this session have remained consistent and this reflects the fact that some of our pupils have emotional and social needs and their behaviour can be challenging. Pupil surveys confirm that while the majority of pupils think they behave well in school at all times, only a minority think that other children behave well in school at all times. • Through the care plans and the regular meetings associated with these, alongside stay and play’ sessions, our Nursery works to improve outcomes for all children • Our Learning Centre is a flexible resource which provides evidence of our commitment to inclusion. The Learning Centre PT, Gary Clark, has a role within the wider schools and ensures that appropriate opportunities are 	<p>Identify how best to support a few children, almost all boys, who display challenging and emotional behavior in an otherwise engaged and settled pupil population. Support from educational psychologist. Facilitate nurture opportunities for key pupils.</p>	<p>4</p>
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	<p>provided for all pupils, whether in mainstream classrooms or in the learning Centre. Pupils across the school learn to value and respect each other through their opportunities to engage.</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> 	<ul style="list-style-type: none"> • Attainment across the school in literacy and numeracy is improving over time and this can be evidenced through CfE achievement of a level returns. However, writing and numeracy at P4 and P7 require further improvement. • Focus on literacy and numeracy means that there is less certainty about secure progression and attainment in other curricular areas. Self- evaluation work with staff to determine areas for wider focus has identified a focus on Science and Technologies next year.. • Robust tracking system in place alongside termly attainment meetings to ensure that the focus is on all learners achieving their potential. We piloted the SEEMIS tracking and monitoring system 	<p>Implement the revised writing programme and facilitate further moderation in this area using our two QAMSO staff.. Collaboration with our 'SWEIC family of schools' will help us learn from good practice in similar contexts.</p> <p>Science and Technologies will be our curricular focus next session. Cluster moderation will also be around this area of the curriculum.</p> <p>Embed SSEMIS tracking and Monitoring system effectively next session and amend our monitoring processes as required. Use data from this to show</p>	<p>4</p>

	<p>this session and are amending our monitoring procedures to fully utilize this. Tracking overviews show that the majority of learners across the school are achieving expected levels or above. P.1 achievement in all areas is good and this reinforces the quality work being done in our Nursery and the secure transitions in place. It should be noted that our cohort of children changes as we move forward from P.1 with some of our most aspirational parents moving outwith catchment so we tend to lose a number of our most able pupils. We currently have over 60% of our pupils identified on the audit as having an additional support need so this evidences the challenging context we work in.</p> <ul style="list-style-type: none"> • The school's nurturing approach is helping to raise children's attainment and achievement. Initiatives like Posh Tea give children the opportunity to celebrate their achievements and talk about their learning. We try to remove barriers to learning for our pupils by building positive relationships with parents through our engagement and the work of the Family Support Officer. • Interventions in place this session (many financed through PEF) have been very successful and these are described more fully in the 	<p>trends in improvement more effectively.</p> <p>Continue to embed initiatives. Use PEF to provide opportunities for all learners and encourage parental involvement.</p>	
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<p>3.2 Securing children's progress (for Early Learning Childcare)</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>PEF impact section.</p> <ul style="list-style-type: none"> • TLQ initiative now firmly embedded in both Nursery and P.1 with very positive results. • Planning now more effective and evidence of progress more robust and this is confirmed by Nursery staff who are more confident in making judgements. • 'Stay and Play' more focused in both 2 year old and 3-5 year old setting this year to support specific aspects of the curriculum and model and encourage parent participation in their children's learning. • High quality liaison with agencies to support individual children's learning. Educational psychologist liaison has been particularly helpful this year. • Most pupils leave Nursery on track or above in progress in literacy and numeracy. 81% of children achieving expected levels or above in literacy and 78% in numeracy. • Introduction of Senior Early Years Practitioner, Kirstie Bell, into Nursery has been very successful. She has taken forward initiatives to 	<p>Continue to embed successful initiatives and interventions while increasing hours to 1140 from August 2019.</p> <p>Support new staff with appropriate training and guidance.</p>	
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	<p>improve achievement. These include TLQ and encouraging parental support for children’s learning and engagement with the wider learning context.</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • Our curriculum is designed to fit the needs of pupils in our context. It provides flexibility to incorporate the individual needs and aspirations of our pupils. Pupils help direct our IDL to ensure relevance and engagement. • We build progression in wider achievement into our ‘Have a go’ activity groups and Second level pupils develop responsibility through our ‘Responsibility groups’. Enhanced free play experiences are being provided for our Early and First level children and this is seen to be encouraging decision making and co-operation. ‘World of Work’ is being planned around the catering / hospitality theme this year by Natalie Little, Claire Richardson and Rachel Nicholson, with support from DYW. This will culminate in a ‘Showcase’ to share pupils’ learning with parents and reinforce the relevance of learning to future training and employment. • We work collaboratively to ensure that appropriate differentiation is facilitated across the school and try to provide a variety of learning experiences in different contexts. 	<p>·</p> <p>The flexibility and enhanced opportunities of DLT to be utilised to provide the best possible learning pathways for individuals.</p> <p>Continue to build sustainable partnerships with identified local businesses.</p> <p>Continue to support and embed outdoor learning in all areas of the curriculum. Ensure appropriate</p>	

	<p>Nursery use the wider environment every week in accessing nearby Popeyes and have enhanced their outdoor play area to offer more natural experiences, facilitating problem solving approaches. In school outdoor learning is a regular curriculum led experience for all learners through weekly timetabled outdoor afternoons.</p>	<p>progression is a key element of planning for these experiences..</p>
<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>	<ul style="list-style-type: none"> • Our school works hard to build positive relationships with parents as we realise their parents’ own negative experiences of school is one of the barriers many of our pupils face. We have now fully embedded learning conversations twice a year and almost all of our families participate in these. Teachers regularly contact home to share information about issues of concern or good news.SMT operates an open door policy and will see parents as soon as possible to avoid issues escalating. The success of this can be seen in low levels of parental complaints with only five contacting the authority this year. • The appointment of a Family Support worker through PEF has developed better engagement with a number of our families. This has allowed us to support them with routines and behaviour at home 	<p>Continue to promote opportunities for parents to be involved in the life of the school and engaging with their children’s learning.</p> <p>Ensure that management support is in place to allow as much flexibility to be approachable as is possible.</p>

	<p>and created opportunities to learn alongside pupils in after school “Stay and Cook’ sessions.</p> <ul style="list-style-type: none">• Nursery staff have used the introduction of 2 year olds to develop stronger links with parents through more regular and focused ‘Stay and Play’ sessions. This successful initiative has been rolled out to parents of 3-5 year olds with similar success with almost all participating. ‘Shared Finish’, our regular invite to parents to join us in class, has been built around a theme each month this session. Numbers evidence this is popular with Early and First level parents but attendance remains much more limited at Second level.	<p>Continue to roll out the ‘Stay and...’approach. Consult with parents regarding this being a replacement for ‘Shared Finish’ throughout the school.</p>
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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>School Priority 1</p> <p>Raising Attainment</p> <p>NIF Priority 1 & 2</p> <p>NIF Driver School leadership School improvement Teacher professionalism Assessment of children's progress</p> <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 2.3, 2.4,3.2</p>	<p>Improved pupil attainment in STEM subjects.</p> <p>Children will benefit from high quality learning and teaching. This will encourage further engagement in their learning</p>	<p>Working groups to review Science and Technology programmes and ensure appropriate progression. Cluster moderation focus to be science to support raised attainment.</p> <p>Extend links with cluster schools and, where appropriate, local businesses to offer a wider range of experiences. Utilise DLT opportunities at the Bridge to engage pupils in their learning</p> <p>Identify a realistic format for collaboration with cluster colleagues to enhance professional dialogue and teaching practice.</p>	<p>Collegiate sessions x 3</p> <p>PEF funding to allow staff time to lead these groups.</p> <p>2x cluster twilights and 0.5 INSET</p> <p>£1000 allocated from DSM to offer wider experiences for pupils.</p> <p>2 x Cluster collegiate sessions and 0.5 INSET to use for moderation. SMT to liaise with cluster schools to create workable</p>

	<p>Pupil progress will be supported through increased teacher confidence in interpreting standardized assessments (SNSA's) and using them to help identify next steps.</p> <p>Improved pupil management systems will support pupil progress through greater clarity and ease of use.</p> <p>Quality interventions available to support pupils as required in both school and Nursery.</p>	<p>Share practice with SWEIC 'family of schools'.</p> <p>Increase staff confidence in interpreting and using SNSA data. Further training for staff in using SNSA data to support pupils' progress and identify gaps in programmes.</p> <p>Staff to train on new SEEMIS operating systems ready for 2020 implementation.</p> <p>Closing the Literacy Gap', TLQ, Fast Lane and Number Boost to be co-ordinated by temporary PEF staff and ASLT.</p>	<p>opportunities for peer dialogue and observation. Time from WTA to be identified along with cover as required. SWEIC collaboration on additional INSET day next session –tbc. SMT to lead on this.</p> <p>DHT/ PT to lead collegiate session for staff.</p> <p>0.5 INSET Collegiate sessions x2 Lead to be identified.</p> <p>ASfLT ,Early Years Senior Practitioner and NT, in co-ordination with staff funded by PEF: Temporary PT – 0.2 management time Temporary part –time PT's x 2 - 0.1 management time each Temporary LA's x2</p>
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	Enhanced opportunities to engage with reading.	Reorganisation and promotion of school library space. Author links to be further explored.	£1000 allocated from DSM. Possible Parent Forum funding. Lead to be identified- possible ISL project or PEF leadership role. 1x collegiate – self-evaluation of HGIOS Library
<p>School Priority 2</p> <p>Parental engagement and involvement</p> <p>NIF Priority 2 & 3</p> <p>NIF Driver</p> <p>Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs: 2.5</p>	Support for families to engage with their children's learning and embed appropriate routines and boundaries.	<p>Arrangements for existing parent engagement to be reviewed and extended including 'Shared Finish', and 'Stay and'</p> <p>Support for nursery families to engage with facilities in the local community through nursery facilitated initial activity sessions.</p> <p>Identify personnel and services to support families after the Family Support Worker finishes work at the end of this session.</p>	<p>Rachel Nicholson PEF funded management time</p> <p>Early Years Senior Practitioner Financed by PEF</p> <p>Janis Gray, PEF PT HT</p>

<p>School Priority 3</p> <p>HWB</p> <p>NIF Priority 3</p> <p>NIF Driver</p> <p>School leadership School improvement Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs 3.1, 2.4</p>	<p>Continue to provide opportunities for pupils to be active and engaged at school and during holidays.</p> <p>Promote positive relationships and improve resilience for all pupils.</p> <p>Provide pupils with the support to self-regulate and feel secure and settled emotionally.</p>	<p>Continue to promote positive use of breaktimes using support staff and outside providers to engage with pupils. Training in outdoor games and KIVA for support staff to be facilitated.</p> <p>Extend financial support for after school activities, holiday swim passes and residential trips using PEF to ensure that they are accessible to all. Trial extended free breakfast club provision to create a settled start to the day for pupils.</p> <p>Develop revised anti –bullying policy to reflect ‘Respect Me’ guidance and promote respect and positive relationships Review and decide role for KIVA. Engagement with parents around the theme of positive relationships/ KIVA.</p> <p>Embed mindfulness approaches, particularly at transition times.</p> <p>Identify appropriate personnel / agencies to support pupils with their emotional wellbeing, possibly through enhanced nurture provision. Possibility of breaktime/ lunchtime provision for</p>	<p>Partners including Active Schools Janis Gray, PEF PT PEF LA’s and school support staff</p> <p>Repeat use of PEF to finance residential excursions and improve pupil access to a wider range of experiences.</p> <p>DHT to lead Collegiate session x1 Parent event</p> <p>PEF funding Lead to be identified.</p>
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