

**School Improvement Planning  
Returns to Local Authority**

**Loreburn Primary School  
2019 - 2020**

## 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

Loreburn Primary School aspires to:

- Ensure a happy, safe and welcoming environment for learning to take place.
- Provide a broad, balanced and equitable learning experience for each individual child through the Curriculum for Excellence.
- Build effective partnerships with parents, the wider community and school support professionals.
- To effectively teach reading, writing and mathematics as core subjects.
- To utilise the local environment further in giving children an insight into the world of work and to broaden their personal experiences.

Our Values from August 2018 are:

- Respect
- Honesty
- Kindness

We aim to provide all our pupils with learning experiences appropriate to their needs, interests and abilities enabling them to become successful learners, confident individuals, effective contributors and responsible citizens so they can participate in modern society.

We strive to maintain our high expectations of all learners through effective learning and teaching in all curricular areas with a clear focus on Literacy and Numeracy where individual progress is tracked. Through talking with the children eg Learning Conversations , we know they are becoming more confident in talking about their learning and next steps. From our SIMD data, our GIRFEC conversations and our positive relationships with our stakeholders we are fully aware of the social and economic context of our families and we believe our vision, values and aims reflect this. In line with the National Improvement Framework improving Parental Engagement will continue to be a focus for our school

Almost all pupils feel that they are actively involved in the life of the school and their views are sought.

We promote a climate where children feel safe and secure. Children have the opportunity to share their personal concerns with staff in school and this is a focus during our GIRFEC discussions.

We continue to remove barriers to children's learning to ensure equity for all learners. Our allocated PEF money helps to provide resources to ensure inclusion and opportunities for all learners and learning. In session 2019/20 we will build on the good start made in our Nurture Room to meet the needs of our children.

**Review Date: Session 2020/21**

**Review Activities (as appropriate)**

## 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 develop Digital Literacy Skills</p> <p><b>NIF Priority</b> Improvement in employability Skills</p> <p><b>NIF Driver</b> Teacher Professionalism</p> <p><b>HGIOS?4 QIs</b> 2.1 Curriculum – Learning Pathways 2.3 Learning teaching and assessment - Learning and Engagement 3.3 Creativity and Employability - Digital Literacy</p>	<p>88% of staff report they are now familiar with the Digital Literacy Benchmarks.</p> <p>A lead group of staff have created the Digital Literacy programme and shared and discussed with colleagues to be implemented in session 19/20.</p> <p>86% of staff report an increase in the amount of Digital Literacy that they are providing within their class.</p> <p>P5 – P7 pupils report that they have:</p> <ul style="list-style-type: none"> <li>• used more software this year than previously and have greater confidence in using them.</li> <li>• used a variety of software to help in their topic work.</li> <li>• feel motivated to learn when using digital literacy</li> </ul>	<p>Support colleagues in implementing the Digital Literacy programme.</p> <p>Evaluate the Digital Literacy Programme.</p> <p>Make use of newly purchased ipads.</p>
<p><b>School Priority 2</b> Improvement in Children's Mental and Emotional wellbeing</p> <p><b>NIF Priority</b> Improvement in children's and young people's health and wellbeing</p>	<p>75% of teachers report they are using more strategies in class to improve mental wellbeing for their pupils</p> <p>A lead group of staff have created a Mental Health and Wellbeing programme</p> <p>Teachers report a positive impact on the mental wellbeing and readiness to learn of children who attended the Bothy.</p> <p>The Bothy has been established and all pupils now have access to it to develop wellbeing.</p>	<p>Introduce Emotionworks</p> <p>Adapt existing behaviour programme to include philosophy of Emotionworks, Respect for All and Respect Me.</p> <p>Evaluate impact of Health and</p>

<p><b>NIF Driver</b> Teacher professionalism Parental Engagement</p> <p><b>HGIOS?4 QIs</b> 3.1 Wellbeing</p>	<p>The majority of pupils report that they feel safe in school and would be able to tell an adult in school if something was worrying them.</p>	<p>Wellbeing strategies</p>
<p><b>School Priority 3</b> To develop STEM</p> <p><b>NIF Priority</b> Improvement in employability skills.</p> <p><b>NIF Driver</b> Assessment of Children's Progress</p> <p><b>HGIOS?4 QIs</b> 2.2 Curriculum – Learning Pathways 2.3 Learning, Teaching and Assessment – Learning and engagement.</p>	<p>All Infant staff have increased opportunities for their learners to play through a play based approach. They have developed a Planning / Tracking document for Play based Learning. 88% of staff report they are now familiar with the Engineering and Textiles Benchmarks. Two lead groups of staff created the Engineering and Textiles programme and shared and discussed with colleagues to be implemented in session 19/20. 80% of P3 – P7 staff report that learners have greater opportunities to experience STEM activities. 99% of children report that they have had more experiences of STEM this session than previously.</p>	<p>Examine PIPs data and evaluate the positive / negative impact of Play in the Early Years and adapt as required.</p> <p>Support colleagues in implementing the Engineering and Textiles programmes.</p> <p>Evaluate the Engineering and Textiles programmes.</p> <p>Continue to look outwards to develop practice.</p>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p>PEF funding has allowed staff to be employed this session specifically to raise attainment in Numeracy and Reading. Children have been identified and given additional input to close the gap. Records confirm the impact of learners' improvement. SLAs have been employed for 1.0 FTE and 0.2 FTE contracts.</p> <p>Class teachers report that the majority of pupils have improved their proficiency in mental maths from using <i>Samson and Maths Facts in a Flash</i>.</p> <p>Our P.T. has 0.6 FTE non class commitment to target identified children in developing their social and emotional wellbeing and behaviours. Group sessions and one-to-one support has helped them to develop strategies manage these. Teachers report an improvement in the readiness to learn from children who have attended. Playground staff report that behavior in the playground has greatly improved. Breakfast club has been offered all session and there is a slight increase in pupils attending. Impact is anecdotal with children saying that they "are not late for class now", "don't feel hungry" and "feel better". P.T. and S.L.A attended Boxall training to provide a starting point for specific children. Our data evidences improvements. <i>'Bothy' feedback:- 88% of children reported they feel in better control of their feelings</i></p>	

	<p><i>100% of children reported it has helped their behaviour and how to control their feelings</i></p> <p><i>88% are happier coming to school on Bothy days</i></p> <p><i>100% of children said they find it easier to share their feelings</i></p> <p><i>88% said they have been in less trouble at school this year</i></p> <p>P.E. kits have been provided to ensure that all children are appropriately attired.</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>• <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>• staff have a clear understanding of the social, economic and cultural context of our learners.</li> <li>• all members of staff work well to remove barriers to learning</li> <li>• there are appropriate approaches to ensure equity for all pupils through professional dialogue and interrogation of data</li> <li>• there are positive relationships between staff and pupils</li> <li>• pupils demonstrate their commitment to the values of the school on a daily basis.</li> <li>• P6 pupil voice has shaped the possible improvements for next session</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage effective leadership at all levels, including ancillary staff, to work together to share the principals and methodology of the Emotionworks programme.</li> <li>• Where possible, implement the recommendations from P6 pupil voice survey</li> </ul>	5
<b>2.3 Learning, Teaching and Assessment</b> <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>• there is a positive ethos in the school and most pupils report that they enjoy being at school</li> <li>• teachers make good use of evidence from standardised assessments and tracking and monitoring to identify children who require additional support and apply short, targeted interventions.</li> <li>• most children feel that their class work is at the right level of challenge, teachers make the learning clear at the start of a lesson and they know how to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop approaches to assessment and sharing of standards to ensure all children make appropriate progress.</li> <li>• Increase opportunities to discuss tracking information with SMT</li> <li>• Pupils to have increased opportunity to lead their learning in class</li> </ul>	4  7

<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>• all members of staff work well to remove barriers to learning and reduce the attainment gap for these children.</li> <li>• All staff are sensitive and responsive to the wellbeing of each individual child.</li> <li>• SMT are very effective at supporting parents' wellbeing.</li> <li>• confident, courteous children who have a positive attitude to their learning.</li> <li>• children feel included, valued and respected.</li> <li>• Children who have attended "The Bothy" have a greater understanding of their emotions and are better behaved as a result</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to undertake professional development to increase understanding that all behaviours have an underlying cause.</li> <li>• Improve system for children to alert staff if they have concerns they wish to share.</li> </ul>	<p style="text-align: center;"><b>5</b></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>	<ul style="list-style-type: none"> <li>• teachers are confident in the use of evidence to inform their professional judgements</li> <li>• 75% of staff report that PEF funding strategies have had a positive impact on children.</li> <li>• identification of learners who need support to close the gap in Literacy and Numeracy.</li> <li>• The majority of children make appropriate progress from prior levels of attainment in Reading, Writing, Listening and Talking and Numeracy</li> </ul> <p>P1 Listening and Talking 100% Writing 80% Reading 100% Maths 100%</p> <p>P4 Listening and Talking 81% Writing 77% Reading 72% Maths 77%</p> <p>P7 Listening and Talking 82% Writing 73%</p>	<ul style="list-style-type: none"> <li>• Interventions for targeted children are more transparent and appropriate.</li> <li>• develop lifelong learning and employability skills pathway</li> </ul>	<p style="text-align: center;"><b>4</b></p>

	Reading 65% Maths 82%		
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<ul style="list-style-type: none"> <li>There is a clear focus on developing skills of Literacy, Numeracy, Health &amp; Wellbeing and STEM in a progressive way across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Develop further opportunities for holistic assessment outwith Social Subjects</li> <li>Develop creativity with Expressive Arts towards STEAM</li> </ul>	
<b>2.7 Partnerships –: Impact on Learners</b> The impact of parental involvement on improving children and young people's learning.	<ul style="list-style-type: none"> <li>Termly newsletters, reading, maths and writing targets are shared with parents to encourage involvement</li> <li>Learning conversations where the child and teacher share their learning with continues to be well supported. 74% attended.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop approaches to engaging parents.</li> </ul>	

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

*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> <b>Skills development</b></p> <p><b>NIF Priority</b> <b>Improvement in</b> <b>Employability Skills</b></p> <p><b>NIF Driver</b> <b>Developing the young</b> <b>workforce</b></p> <p><b>HGIOS?4 Qis</b> <b>3.3</b> <b>Increasing employability</b> <b>skills</b></p>	<p>More awareness / greater proficiency of skills related to the world of work</p> <ul style="list-style-type: none"> <li>develop lifelong learning and employability skills pathway</li> </ul> <p>P1 &amp; P2 pupils will experience working environments through play based learning and role play eg. vet, travel agent</p> <p>P5 – P7 pupils will have a greater understanding and experience of the world of work.</p> <p>Pupils will have opportunities to shadow people within and outwith school.</p> <p>P7 pupils will create their own world of work online profile.</p> <p>P7 children will fulfill 'work roles/duties' within the school.eg. Eco, Fundraising group/committees</p> <p>2<sup>nd</sup> Level pupils will realise that gender doesn't hinder employment choices.</p>	<p>Complete Employability Toolkit</p> <p>Staff to read and discuss local and national documents to ensure clear understanding of Employability skills.</p> <p>Discuss skills which will be acquired through each employability experience. P7 pupils create own profile using online templates.</p> <p>Invite guest speakers from the world of work to talk about their careers.</p> <p>P5 – P7 pupils will list the skills they think will be needed for a job before and after their placement or listening to invited speakers</p> <p>Organise group work experience at local businesses/organisations.</p> <p>P1 &amp; P2 to devise 'World of work planners' for role play areas (eg vets, doctors ...) and other play experiences and highlight the E's &amp; O's &amp; Benchmarks that are covered.</p> <p>Staff to look at employability skills and existing teaching and learning within their classroom to identify cross curricular learning and transferring of existing skills.</p>	<p><b>All staff</b></p> <p>NW – ISL focus: <i>Organise World of Work experiences for children:-visitors &amp; placements, letters to parents etc)</i></p> <p><i>Collegiate x2 : 15.1.20, 5.2.20</i> <i>DSPx2</i></p> <p>Pathway to Employability Toolkit</p>

<p><b>School Priority 2</b> <b>Introduce Emotionworks</b></p> <p><b>NIF Priority</b> <b>Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver</b> <b>Assessment of Children's progress</b></p> <p><b>HGIOS?4 QIs</b> <b>3.1 Ensuring wellbeing, equality and inclusion</b> <b>Wellbeing</b> <b>Inclusion and equality</b></p>	<p>Introducing Emotionworks will help learners identify triggers which affect their mental wellbeing and behaviours and identify ways in which to improve it.</p> <p>Staff to provide a nurturing, positive ethos for colleagues and learners and realise the impact of each other's' actions.</p> <ul style="list-style-type: none"> <li>• Positive impact on attainment and achievement.</li> <li>• To encourage effective leadership at all levels, including ancillary staff, to work together to share the principals and methodology of the Emotionworks programme.</li> <li>• All staff to undertake professional development to increase understanding that all behaviours have an underlying cause.</li> <li>•</li> </ul> <p>Improve system for children to alert staff if they have concerns they wish to share out with GIRFEC questionnaire.</p> <p>Adapt existing behaviour programme to include philosophy's of Emotionworks, Respect for All and Respect Me</p>	<p>AK (Emotionworker) during inset will share Emotionworks methodology and key principles with all staff to ensure a shared vision and understanding as a school.</p> <p>Staff through inset &amp; collegiate session (4.9.19) will familiarise themselves with Emotionworks online resource</p> <p>Collectively staff will 'skeleton plan' a programme to be implemented this session using the Emotionworks online resource.</p> <p>Collegiate (15.1.20) staff will review and adapt 'skeleton plan' for Emotionworks to be implemented for the remainder of the session.</p> <p>During Directed stage planning (DSP) X2 sessions staff will moderate lessons.</p> <p>A measure of the children's understanding of key terminology &amp; knowledge (stage dependent) prior and after introducing Emotionworks: behaviours ,triggers, influences, regulation strategies, intensity, emotion words &amp; body sensations.</p>	<p><b>Lead person-Alison Kalotka</b> <b>All staff</b></p> <p><b>Staff:</b> <b>Inset: 19<sup>th</sup> August 2 hours</b> <b>Collegiate sessions X2 (4.9.19, 15.1.20)</b> <b>DSP X2 (weeks of 16.9.19 &amp; 26.2.20)</b> <b>–Stage planning &amp; moderation of Emotionworks</b> <b>Children:</b> <b>Split assemblies to introduce Emotionworks to children: P1-3, P4&amp;5, P6 &amp;7</b> <b>PEF resources bought session 18-19 £400</b></p> <p><b>Introduced, implemented &amp; evaluated during session 2019-20 to embed in session 2020-21.</b></p>
<p><b>School Priority 3</b> <b>To develop creativity of children within expressive arts</b></p> <p><b>NIF Priority</b> <b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>NIF Driver</b></p>	<p>Learners will develop their creative skills In music, drama &amp; art.</p> <p>Teachers will become familiar with the outcomes and Expressive Arts benchmarks</p> <p>Teachers will be aware of the Creative Space Model pedagogy.</p> <p>Increased confidence when 'teaching' the</p>	<p>Use 'The Bridge' for the pantomime performance of 'Peter Pan' (M7M production)</p> <p>Source opportunities for:children to display art work (art gallery in school or local art gallery?)</p> <p>Access opportunities for children to view 'The Arts' <i>outwith</i> school: eg visit art</p>	<p><b>All staff;</b> <b>Inset: CB will demonstrate Charanga resource – 1 hour</b></p> <p><b>Lead Groups:</b> <b>Music: CB, SW,</b> <b>Art: LMcA,</b> <b>Drama: TG, NW</b></p> <p><b>Collegiate sessions X3 &amp; X3 DSP</b> <b>2.10.19, 30.10.19, 27.11.19, 9.12.19</b></p>

<p><b>School Improvement</b></p> <p><b>HGIOS?4 QIs</b></p> <p><b>2.2 Curriculum Development of the curriculum</b></p> <p><b>3.3 Increasing creativity and employability Creativity skills</b></p>	<p>skills within Music, Art, Drama.</p> <p>Stimulating sessions where children develop progressive skills within art,music &amp; drama.</p> <p>Increased opportunities for creativity and personalisation &amp; choice within each of these areas of Exp Arts.</p>	<p>galleries &amp; theatres, performances at secondary schools...</p> <p>Staff to look at Expressive Arts Benchmarks.</p> <p>Staff to collaboratively lead development within either Music,Art,Drama.</p> <p>Planning and tracking progressive skills programme to be devised for Music, Art and drama</p> <p>Staff to feed back of the progressive skills programme created within working group.</p> <p>Resource materials DSP week of 9.12.19</p> <p>Music inventory</p>	<p><b>PEF: Subsidise productions, experiences</b></p>
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