Dumfries & Galloway COUNCIL

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

School: NWCC

02.07.19

Date:

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

'We strive to ensure that everyone in the school community is equipped with the skills and knowledge to build the best relationships, enabling them to grow in confidence and happiness, so that they can achieve their full potential.' To this end, we intend to focus on Emotion Works and Restorative Approaches, integrated with Nurture across the school throughout 2018/19 (and into the longer term)

School Motto

Aspire together, achieve together

Aims

- To develop motivated, resilient and independent learners
- To nurture positive relationships and effective partnerships within and beyond the school community
- To prepare all our learners for the next steps in their learning, whether that is in education or employment
- To promote excellence, equity and fairness for all; ensuring that the widest opportunities are available to our learners
- To instil creativity and self-confidence in all

Values

We believe in the values of:

Responsibility
Unity
Growth
Success

Review Date: April 2020

Review Activities (as appropriate) Following a turbulent year, the vision, values and aims will be in place for another year before full review. Activities are planned with all stakeholder groups to review how they are embedded and implemented over this year.*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?

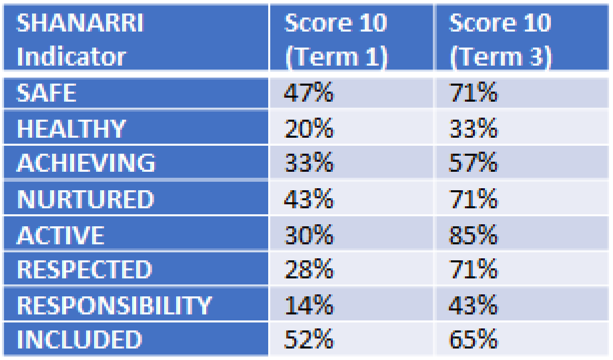
In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1Progress 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)**
School Priority 1: To improve the health and well-being of all, with a focus on transition and change, as well as developing safe and healthy lifestyles **NIF Priority** Improvement in children and young people's health and well-being **NIF Driver:** School Improvement **HGIOS?4 / HGIOELC Qis** 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring well-being, equality and inclusion	**Primary.** • Let's Get Sporty have supported P6 & P7 learners through the decant; offering lunchtime sessions, to help engage learners in more positive experiences during their breaks. Through Term 3 and 4, P1, 2/3, 4 and 5 were each offered 26 places of multi-sports activities. 78 learners engaged in these activities in Term 4. Term 3 data to follow. Baseline data is not available, although the HWB questionnaire shows that a healthy lifestyle is something that we should be pursuing with our learners. • 1 FTE nurture teacher (primary) in place until October 2018.Initial results showed that 16 learners worked with the teacher and made progress in developing their emotional literacy; 12 (75%) of learners were engaging more positively in learning activities as evidenced by tine spent engaging in learning activities; peer relationships were becoming more positive for some individuals as demonstrated by a reduction in playground incidents. For one learner in particular, incidents reduced from on average 4 per week to less than 1 per week . Boxall Assessments were completed at this stage showing that continued work was required in regulating emotions, self-support strategies and increasing communication methods. Evidence of impact will be shown with the work of the new appointment (starting August 2019) • Emotional Literacy has been developed in our learners through the use of Emotion Works and the beginnings of a whole school nurture approach. SHANARRI indicators have been used to measure the progress and impact of this. These show that in	Develop positive relationship across the school by; • Continuing to engage with as wide a range of quality partners as possible in order to support all our young peoples' needs and to ensure they understand how to live a healthy life • Develop and further embed the use of KiVA and Emotion Works to build on the early positive results • Continue to review the PSHE curriculum • Introduce YPI into S3 to widen young peoples' understanding of the local environment/issues • To develop learner voice through leadership model in whole school • Review the effective use of LAs to support the needs of individuals in light of reduced staffing • Improve whole school attendance

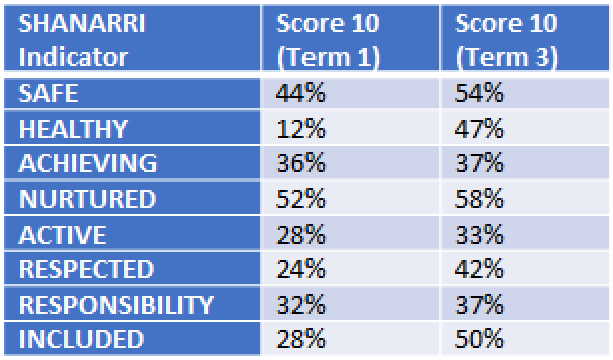
First level learners have made good progress in most of the indicators. Into Second level, progress appears to be slowing, although learners have self-reported an increase in feeling healthy (this appears at odds with information they have given about diet and activity in the HWB questionnaire). Continued work is required to further increase how learners recognise themselves as healthy , and in actioning a healthy lifestyle, across the school; in addition, for second level learners, further consideration needs to be given to improving activity levels. This will be achieved through partnership working across the community; the impact of this will be measure in 19/20.

First Level



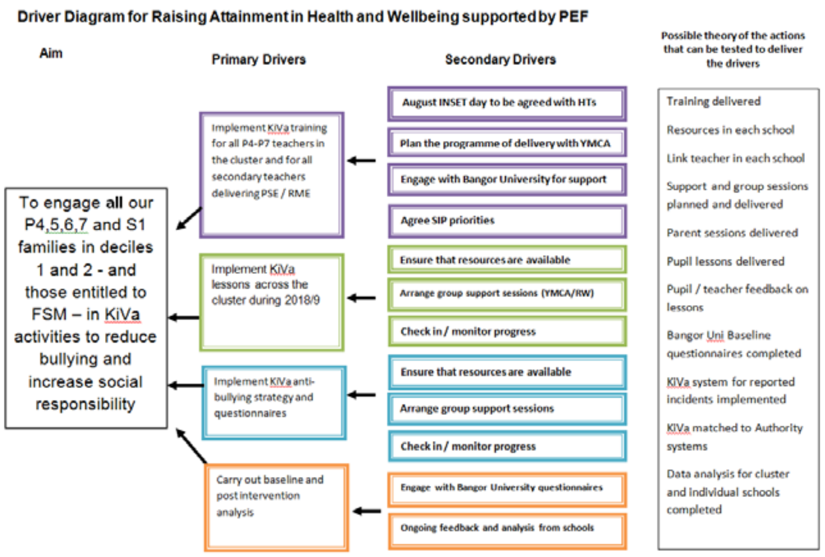
SHANARRI Indicator	Score 10 (Term 1)	Score 10 (Term 3)
SAFE	47%	71%
HEALTHY	20%	33%
ACHIEVING	33%	57%
NURTURED	43%	71%
ACTIVE	30%	85%
RESPECTED	28%	71%
RESPONSIBILITY	14%	43%
INCLUDED	52%	65%

Second Level



SHANARRI Indicator	Score 10 (Term 1)	Score 10 (Term 3)
SAFE	44%	54%
HEALTHY	12%	47%
ACHIEVING	36%	37%
NURTURED	52%	58%
ACTIVE	28%	33%
RESPECTED	24%	42%
RESPONSIBILITY	32%	37%
INCLUDED	28%	50%

- Launch the whole school PRF on Inset days in August and review the impact in the following terms. Amend as necessary and identify any staff requiring further support
- Develop a learner version of the Blue Print and launch with school through assemblies.


Driver Diagram for Raising Attainment in Health and Wellbeing supported by PEF
Aim
Primary Drivers
Secondary Drivers
Possible theory of the actions that can be tested to deliver the drivers
To engage **all** our P4,5,6,7 and S1 families in deciles 1 and 2 - and those entitled to FSM – in KiVa activities to reduce bullying and increase social responsibility
Implement KiVa training for all P4-P7 teachers in the cluster and for all secondary teachers delivering PSE / RME
Implement KiVa lessons across the cluster during 2018/9
Implement KiVa anti-bullying strategy and questionnaires
Carry out baseline and post intervention analysis
August INSET day to be agreed with HTs
Plan the programme of delivery with YMCA
Engage with Bangor University for support
Agree SIP priorities
Ensure that resources are available
Arrange group support sessions (YMCA/RW)
Check in / monitor progress
Ensure that resources are available
Arrange group support sessions
Check in / monitor progress
Engage with Bangor University questionnaires
Ongoing feedback and analysis from schools
Training delivered
Resources in each school
Link teacher in each school
Support and group sessions planned and delivered
Parent sessions delivered
Pupil lessons delivered
Pupil / teacher feedback on lessons
Bangor Uni Baseline questionnaires completed
KIVa system for reported incidents implemented
KIVa matched to Authority systems
Data analysis for cluster and individual schools completed

August INSET delivered to 4 cluster primary schools

February INSET delivered to 52 NWCC primary and secondary staff

Continued strong links with YMCA in terms of KiVa on going delivery

Ongoing review of delivery and progress and impact will be evidenced in 2019/20

Secondary

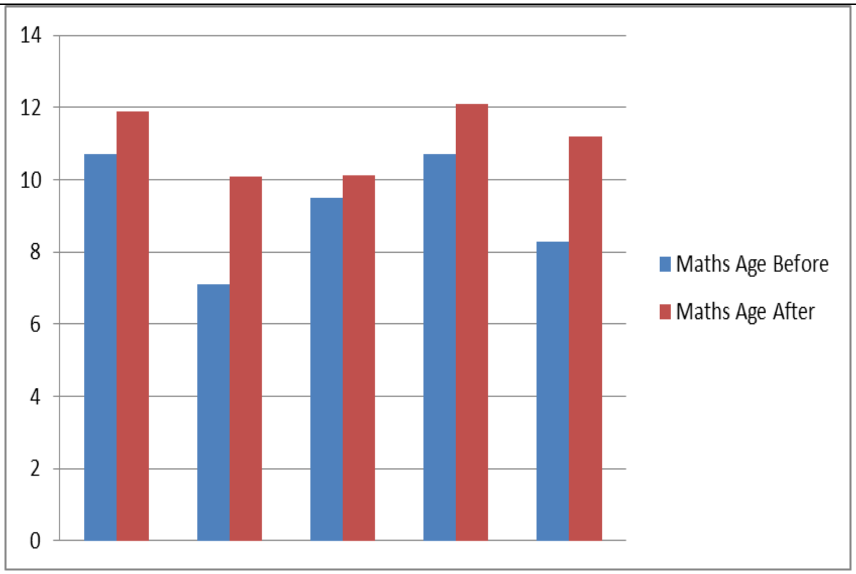
- New PTC for PSHE introduced materials and scheme of work building on previous programme of learning. Observations showed this was being implemented in all classrooms. The impact of this was that all of the learners will now have experience/knowledge/skills relating to a wide variety of topics; good practice from other schools and information from the HWB questionnaires will ensure that the curriculum continues to be meaningful for each cohort of learners. Baseline data has been collected and impact will be measured against this in 2019/20.
- Partnership work across the school ensured that learner needs were being met through appropriate interventions. 9 external

	agencies/partners delivered 12 different programmes to 120 learners Impact evidence is yet to be completed, but early and limited results are positive and a questionnaire completed in the Spring term showed a significantly lower number of learners reporting feeling stressed or anxious at school than the CPP figure provided in the HWB quesionnaire (16% at NWCC compared to 30% CPP). The HWB quesionnaire also showed that our learners report slightly above the CPP figures in terms of their overall well-being 49% (CPP) compared to 49.7% at NWCC. • Continued experiences and opportunities have been offered in PE department. (Outdoor education/Skating, Football/Rugby fixtures/Scotstoun/cinema etc). The impact of this is a low rate of non-participation in activity and PE lessons and a high uptake of the subject in the senior phase(66% of seniors have opted for a certificated class in a Sport/PE subject). Impact on learners will be evidenced through National Awards data • New resources used for body image in S3 with a view to building on in 2019-20. Body image information has been collected during the spring term and the impact of this material will be evidenced in 2019/20 • S2 residential experience with aim to develop pupil determination/resilience. 67% of learners attended the residenital and evidence of the learners' experience is demonstrated through their verbal and written accounts provided as follow up work in English classes • Transition has been supported through DLT processes and meetings/visits with PTPS, LAs and Opps for All – data and bespoke information gathered on needs of indivdiual learners. This has ensured that school has been able to plan support for those that require it and deploy staff effectively ensuring that their needs are met accordingly, sharing the support available and helping young people to settle into a different environment. LAs have provided and shared information about the specific routines and behaviours and the mechanisms that need to be in place to ensure that learners are able to be successful. Through work with Opportunities for All, we have been made aware of young people with communication and/or peer issues as well as those with anxiety who require further suport in order to manage school. Joint working has also provided early warning of future programmes that may be required and allowed for planning and targetting of individuals for these interventions. The impact was that we had fewer issues than might have been expected from the information we received from primary schools. We were able to plan interventions and intervene faster and with better outcomes for all. There is no control group with which to compare but some of	

	the higher tariff youngster who had had numerous exclusions from primary had a reduced number or none at all. • Targetted support to individuals and groups offered by ASL to ensure that learners attend, achieve their best, go on to positive next steps in their learning and engage in as wide a range of experiences as possible. Impact evidence for this is yet to be provided. • Partners have been involved to expand the use of pre-school, break and lunch time experiences for young people resulting in fewer incidents and wider opportunities. The evidence of impact will be collated in 2019/20 **Whole School** • A Positive Relationships Framework was developed by a working group of staff across the school. A Behaviour Blueprint was designed to encapsulate the procedures for class teachers and LAs. The Blueprint has been shared with Parent Council and Learner Councils. The aim of this is a consistent and fair experience for all learners and for staff to feel supported and empowered. All members of the school should feel that the framework is there to develop positive relationships across the school. The impact of this work is yet to be evaluated	
School Priority 2: To improve attainment across the school, particularly with reference to Literacy and English in the BGE- and as a responsibility of all **Early Level:** Listening and Talking and Phonics **First to Third Level:** Reading and Writing **NIF Priority** Improved attainment particularly in **Literacy** and Numeracy **NIF Driver:** Assessment of children's progress **HGIOS?4 / HGIOELC QIs**	**Primary** • Feedback from quality assurance processes has ensured that robust procedures are becoming established; and collaboration, in planning and assessment, between staff occurs regularly. • Planning for Literacy and English has been developed across the Primary as a whole school staff. This has addressed Breath, Challenge and Pace for all learners; this has begun to consider how we make the most effective use of our community resources; both locally and nationally, to enhance learner's experiences. The impact of this should be visible through a growth in achievement of a level attainment data, from 66.6% (P7 Reading 18/19), 51.8% (P7 Writing 18/19) and 79.6% (P7 Listening and Talking), 39.2% (P4 Reading 18/19), 51% (P4 Writing 18/19) and 64% (P4 Listening and Talking) and 72.7% (P1 Reading 18/19), 69.7% (P1 Writing 18/19) and 75.7% (P1 Listening and Talking) towards achieving the national stretch aims in 2019/20. • Additional reading material/resources have been secured to meet the needs of our less able learners; this has supported effective progression at an appropriate pace and in an appropriate context for learners of their age. This has resulted in better engagement and higher motivation. Formal Assessments and teacher judgement	• PTC in place for Literacy • TLQ good practice to be built upon and staff training and development to follow • Library established as a resource to support the whole school and community • Develop the classroom reading resources in primary • Staff training and development around literacy as responsibility of all • Cross phase/stage and subject moderation opportunities to be offered • Develop a wider understanding of literacy levels across all areas of the school (different subject areas in Secondary), through delivery on the Inset day

1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 3.2 Raising Attainment and achievement	information show that the in Literacy, the majority of our learners are achieving the appropriate level for their stage. • Teaching staff have engaged in planning and assessing as stage partners; this has ensured consistency across whole year groups and has supported managing workload for teaching staff. The impact on learners has been multiple collaborative activities across all 7 primary year groups; particularly in P1, where weekly collaborative sessions are planned, facilitated and assessed by the stage team. • Teaching staff from across all stages have engaged in Cluster Moderation activities, which focused on Writing. The impact of this has been a clearer understanding for those four staff involved. Informed planning across all stages (as all levels were represented during the moderation sessions). **Secondary** • Teaching staff from English and Social Studies areas have attended cluster moderation in Writing. This has resulted in a wider and deeper knowledge of the content and skils being delivered in our cluster primaries and a clearer understanding of the different levels. The aim of this is to increase those achieving a level at the appropriate age and stage and increase the progress made by individual learners.	August
School Priority 3: School Priority 3: To improve attainment across the school, particularly with reference to Maths and Numeracy in the BGE **NIF Priority** Improved attainment particularly in **Literacy** and Numeracy **NIF Driver:** Assessment of children's progress **HGIOS?4 / HGIOELC QIs** 1.3 Self-evaluation for self-improvement 1.4 Leadership of learning	**Primary** • Planning for Numeracy and Maths has been developed across the Primary and has addressed Breadth and Challenge for all learners. The impact of this is progressive planners, reflective of the Benchmarks, which facilitate appropriate pace, challenge and application of knowledge, understanding and skills. The impact upon attainment is expected to increase significantly from 69.7% (P1 Numeracy 2018/19), 27.4% (P4 numeracy 18/19) and 35.1% (P7 numeracy 18/19) towards closing the gap between school data and national stretch aims for 2019/20. • Consideration has been given to how we offer experiences which complement skills development and application across Applied Maths and Mental Maths contexts. The aim of this is to facilitate additional opportunities for learners to apply their knowledge, skills and understanding. These opportunities will be facilitated through the allocation of hours in the SWTA and evidence for this will be gathered in 2019/20. **Secondary** All staff in the Maths department have undertaken SNSA collegiate triaging to facilitate using SNSA data to build class profiles which assist in reporting and	

3.2 Raising Attainment and achievement	tracking. The impact of this has been that all Maths staff are confident with navigating SNSA site to access individual learner reports and can offer next steps to learners in class and in their reports. Attendance and tracking and monitoring cycle used to look for patterns and trends and early purposes. The impact of this has been staff were able to generate intervention letters to parents informing them of concerns. This also highlighted that an additional member of staff was required to support the attainment of National 4 and 5 Maths. S4 pupils in danger of not achieving a level were identified and additional teacher was brought in to work with these pupils in a small group to achieve their level. The impact of this has been that all these pupils have achieved a National 4 Mathematics Award. Lowest Maths set in S4 had Maths ASL in to co-op teach in smaller group to help achieve success at National 4 Apps. This has resulted in all pupils in this class achieving a National 4 Applications of Maths Award. Senior National 5 class has been split into 2 smaller sets with an additional teacher as an intervention step to help raise attainment. The impact/outcome of this is that a class of 28 pupils could be split into 2 with 21 being presented for the exam in 2019 and the other 7 turned into a Units only class and achieved Numeracy Level 5 Unit in addition. Interventions in the BGE for the lowest ability pupils, firstly identified through transition information then teacher judgement, using Catch up maths. The impact of catch-up has been for the first group of 8 identified all learners have improved within Numeracy Skills and one pupil has jumped from an age 7.1years to 10.1years.	

	 Working 1-1 with ASL to develop specific numeracy skills to boost maths and numeracy attainment. This is a statement that came on the same sentence as the Catch up maths in my S&Q. Moderation time given during department time. Cross marking of all prelims for National courses has taken place as have UASP at National 4. Cross marking of BGE Assessments have taken place. The impact of this has been a consistent approach to the marking of assessments, sharing understanding of standards and further opportunities to discuss Learning and Teaching as a team.	
School Priority 4: To increase the life chances of all learners by developing a world-class learning experience for everyone – including high quality learning and teaching. **NIF Priority** Improvement in employability skills and sustained positive school-	• Progressive pathways continued to be reviewed in primary stages. Time has been given to stage teams to review and adapt learning plans to better meet needs of young people. The impact of this will be reviewed in 2019/20. • Liaisons with Theatre Royal and the Scottish Ensemble have ensured that primary learners engaged with cultural experiences. The impact of this has been 153 learners have participated in workshops; resulting in all 153 receiving (100%) an accredited arts award. • More wider achievement qualifications have been introduced; 140 learners were involved with 10 different qualifications and	• Curriculum continues to be reviewed in line with D&G and DLT aims • Introduction of 1140 hours means a wider opportunity for learning for EY • Use PEF to ensure that all learners have a wide range of experiences

leaver destinations for all young people. Close the gap between the most and least disadvantaged children and young people **NIF Driver** Assessment of children's progress **HGIOS?4 / HGIOELC Qis** 1.1 Self-evaluation for self-improvement 1.4 Leadership and management of staff 2.1 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 2.7 artnerships	accreditation schemes. The impact and aim of this has been to develop and enhance their skills and qualities for the next stage in their learning and for the world of work. This also widens and enhances the whole school curriculum as well as the opportunities and experiences we provide for our young people. • Leadership, UES and Employability introduced to the senior phase curriculum involving over 30 learners and with the aim of enhancing the senior phase curriculum with more practical and skills based courses. This again has widened the whole school curriculum and provides a varied and enhanced curriculum as many of these learners have also participated in our school college partnership program. In BGE, Youth Achievement Awards have been offered this session, with 40 S1/2 students gaining a bronze Dynamic Youth Award and all 60 S3 students also achieve their bronze award. This has enabled our young people to more effectively recognise and articulate their learning and achievements within different contexts, and also increases their self-esteem and motivation and keeps our young people engaged with their learning. This award has been delivered in conjunction with the Youth Enquiry Service, so has promoted and enhanced our partnership working. Work experience opportunities were available to some students through the D & G Employability Award, but we also provided work placement opportunities to identified S4+ learners during 'study leave' time. This allowed these learners the time they needed to complete qualifications but also have the experience of the world of work; developing their own skills, qualities and attributes and strengthening our partnership working with the local community. Identified learners were also offered the opportunity to participate in the Nithsdale Challenge award; 7 of our students participated in this to increase their experiences and qualifications. • Targeted staff were offered SCQF ambassador training. This has resulted in two members of staff having a wider understanding and knowledge of the variety of pathways and routes available to young people towards qualifications. The school has now achieved SCQF Ambassador status • YPI has been introduced to our current S2 learners for	

implementation in the S3 wider achievement blocks. This aims to widen the learners' knowledge and understanding of their community; signpost agencies and organisations that are within their community; develop their research, presentation and communication skills and helps them to become better citizens.

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?**

PEF is utilized to provide additionality and to close the gap at NWCC, therefore all interventions, activities and resources that are funded in this way are above and beyond those planned in the universal curriculum offer.

The PEF committee was re-established on return to the campus and has been able to identify clear areas for the spend in the remainder of 2018-19 as well as planning for the spend in 2019/20. This group are tasked with identifying good practice through evidence based research and with measuring the impact of the spend.

During 2018/19 a member of secondary staff clearly identified a cohort of young people from the appropriate SIMD/FME data and has been tasked with monitoring and intervening with the group to improve targeted outcomes for these young people. The impact of this work will be reviewed in Autumn 2019 (delay due to staff absence.

HWB, Literacy and Numeracy were identified as the key areas for the spend in 2018/19 and this continues to be the case in 2019/20. Some of the staff positions that we were unable to fill for 2018/19, have now been filled for 2019/20.

PEF Project	Outcome
Home-school link worker (secondary)	16 individuals/families worked with across the year. 10 of these received no further behaviour referrals after working with HLW. 13 showed average improved attendance of 3%
Additional lunch/break time supervision (primary and secondary)	Decline in behaviour referrals of 12% impacting on a positive start to learning following break and lunch (evidence to follow)
Nurture Interventions (inc Emotion Works) Primary	Decline in number of repeat exclusions
Primary trips/visits	Aiming to enhance the curriculum and provide a context for writing. Enjoyment and engagement levels evidenced through learner questionnaires. Evidence of impact on Writing needs further analysis (data suggests impact in P1 only, questions therefore about choice of trips/visits or writing activity)
TLQ in Early Phase	76.9% of P1 achieved level in Listening and Talking.

Youth Services Support (Secondary wider experiences)	See evidence in Priority 4 for uptake and achievement. Positive data – can this be sustainable? Look at alternative staffing in order for this to be achieved in the future.
Counseling services (secondary)	Not made available until March 2019, therefore further evidence required
Educational Psychologist services for Cluster	Support given through transition back into new school and to some staff in primary for targeted classes. Continuity needed in order to review impact. Cluster schools looking at alternative delivery for the future.
Let's Get Sporty	3 sets of activities based on multi-sports for 5 year groups (P1, P2/3, P4,5) and 26 places were offered for each of the 3 multi-sport opportunities, targeting 78 learners. Netball was provided for approximately 25 learners in P6/7 over the course of the whole session.
KiVA	Delivery has taken place. Impact to be measured in coming academic year.

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**
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• VVA developed in partnership with stakeholder group in spring 2018 • Values reinforced through display around the school, assemblies etc • Clear understanding of the context of the school and community by leadership across the school and by almost all staff • Parent Council and learner council have been involved in self-evaluation and strategic planning throughout the year • Evidence of good practice across ELT in both sectors (Self-Evaluations) in terms of developing professional learning, change for improvement and developing the VVA • Most staff have clear understanding of values, vision and aims • Some SLT showing strong leadership in promoting aspiration etc • Current policy and practice knowledge is good for ELT • Evidence of good practice amongst faculties in terms of collaborative learning, critical thinking, reflection and adaptation, implementing change, practitioner enquiry. • Professional learning developments are identified for most staff • Adoption of KiVa has ensured that whole staff have an understanding of and practice a commitment to positive relationships and young people's rights • Learners are supported to reflect and set targets for their learning and improvement	• Calendared self-evaluation using SWTA to its full potential • Coaching and mentoring for those in early stages of their career • Professional reading group introduced • Parent council committees linked to SiP targets • Professional dialogue time and activities to be further developed • Rewards system to fully reflect the values of the school • ACES training to be delivered to the whole staff to reinforce the understanding of individual's needs • Increase the number of staff embracing the school values • Ensure that all senior leaders display strong leadership and promote aspirational vision unpinning continuous improvement • Wider staff need to develop understanding of current policy and practice • Values and ethos to continue to develop through on-going dialogue with all stakeholders • SLT to create a safe school ethos which enables all staff to contribute to and be involved in change and evolution of the school • Involve all learners in planning for their own improvement	2

	through structured routines with MLT and partners • Professional Learning for some staff has included Master's Level Learning and Accredited Opportunities through D & G; this has led to School improvement in Literacy and HWB and Improved outcomes for Learners, in terms of Learner Engagement/Pupil Voice and Talking and Listening. • The EY Senior Practitioner has disseminated current policy and recommendations from both Education Scotland and CI, this has led to all staff receiving training in 'Loose Parts play' and 'The Curiosity Approach' which has had a positive impact on the experiences of our youngest learners. • DHT began training EY staff in Pedagogical approaches and the role of the practitioner within a setting, this training is to be continued and broadened once staff are appointed in line with the introduction of 1140 hours.	• Further Engagement opportunities for staff across the school to be facilitated. • Coaching and Mentoring to support the Professional Development of staff • Leadership opportunities at all levels facilitated for staff seeking such Professional Development. • Building upon EY play-based learning and extending this through lower primary through a 3 year programme of professional development • Further training for EY staff in Pedagogical approaches and the role of the practitioner within a setting. • Build in additional QAMSO training across both primary and secondary phases	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Most Learners Experiences support creativity and innovation and offer enriching learning environments. • Learning environments are diverse and support nurturing experiences. • Most staff use data to plan effectively to meet learners needs. • Most staff are skilled in effective questioning, to develop analytical, evaluative and independent thinking. • Planning, Assessment and Reporting are proportionate, and staff use these platforms to inform and monitor the progress of all learners. • Some staff are becoming more confident in using educational research to inform learning and teaching strategies.	• Further consideration needs to be given to digital technologies to enhance learner's experiences • Learners need more consistent and robust opportunities to reflect upon their successes and next steps. • Moderation needs to be further embedded in practice across all levels/stages. • High Quality, effective teaching and learning needs to be more consistent across the whole school. • A consistent approach to using research, and participating in action research, needs further support across the whole staff team. • Further opportunities for building	2

	• Most staff are confident in analyzing a body of evidence to support and inform their professional judgements. • Collaborative learning and teaching opportunities have been facilitated both within school and within other local settings • The tracking system for NWCC has been developed throughout the year and adapted to meet the needs of our learners and staff alongside the use of raising attainment and PT planning consultations to ensure the review cycle is robust • We have continued to build on STEM and outdoor learning opportunities across all phases • High quality and varied learning opportunities are provided for children in EY and the impact of these are tracked well by most keyworkers • The work of partners is collected, tracked and monitored in a cohesive and consistent manner • Most staff use the vision, values and aims of the school to underpin learning and teaching	collaborative learning and teaching and self/peer assessment for staff • Further development of play/investigation based learning to be grown in EY and through lower primary initially • Further develop tracking and monitoring in EY to ensure best practice by all • Intervention information across the school needs to be shared and inform next steps more rapidly and consistently; some areas in school demonstrate good practice here • Further opportunities for learners to be involved in the planning process • Share the current good practice of some staff/areas to ensure the consistent use of data and learner information to inform planning, teaching and assessment across the whole school • Engage families in learning (PEEP, GOE, Book bags etc)	
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Links with partners are strong and effective in supporting learners through transition periods. • Partners are valued; the contribution they make to learner's experiences is valued by all staff. • Relationships in school are nurturing and	• Pupil voice needs further development, to ensure opportunities are comprehensive, and planned in a robust manner. • Increase knowledge of alternative programmes and possible (alternative/imaginative) uses of current programmes and partners	3

	inclusive. Positive relationships are highly valued and invested in by all. • Learners feel safe and valued. • Learners are included in the decision-making process. • Outdoor spaces contribute to a diverse learning environment. Learners are accessing a wider variety of experiences outdoors, which promote positive HWB. • Learners are knowledgeable about the Wellbing indicators; they can discuss them confidently and identify how they are feeling using the language of the indicators. • Almost all Staff are knowledgeable in statutory requirements and legislation. • The curriculum explores inclusion, equality and diversity. Learners are confident in identifying and challenging inequality, discrimination and intolerance. • Pupil voice is central to planning learning opportunities within EY • Learner voice and leadership across the school is developing and involving wider groups of young people • Almost all staff use a nurturing approach across their practice in school. Nurture intervention needs to be re-established in both phases of the school • A Positive Relationships Framework has been developed in conjunction with whole staff and a Behaviour Blueprint has been developed and shared with stakeholders • Some staff are effectively involving learners in positive activities within their community and supporting them to become better citizens	• Further development of the outdoor environment is now required to extend beyond HWB and to include Literacy and Numeracy. • Parental Engagement and Involvement needs to be further extended to include mutually respecting relationships, which build a strong sense of community and impact positively upon learners. • Pupil voice to become central to planning learning opportunities within lower primary • Further develop voice and leadership of young people through development of the leadership programme • Embed the whole school nurture approach and increase knowledge and skills of some staff through training and development. • Re-establish Nurture intervention groups across the school by ensuring that staff are available to deliver programmes and training delivered on Boxall assessments • Positive Relationships Framework and Behaviour Blueprint need to be embedded across the whole school • Career Education Standard needs to be shared and embedded in school • YPI to be established and embedded within the curriculum • Develop parental understanding of nurturing approaches through PEEP and Growth of Empathy	

3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	• There are some areas where progress is being made in achievement; in English BGE those achieving Level 3 has increased • The introduction of new courses into the senior phase has resulted in learners achieving and succeeding in alternative pathways to those offered in the past • Regular and additional support has been put in place in areas to partially mitigate against the disruption of decant	• Improvement is required in most areas • Changes in assessment and the efficacy of transition information needs to be addressed • Clear targets for each year group at the start of every term need to be shared	2
3.2 Securing children's progress (for Early Learning Childcare) • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	• Progress for most children is good over time in all areas • All children are achieving and most can articulate their achievements to a familiar adult • Some children are able to articulate next steps • Equity through learning experiences and collaboration with other classes within the school is helping to provide equity for most children • Working with partners is a key strength and staff act upon advice given to ensure progress for all • Staff are using research knowledge to develop good practice • A robust transition programme is in place for the rising fives to ensure progress is tracked and maintained through the move to P1 • Buddy system in place to help with children's HWB through transition • Parental engagement is growing and is mostly positive • Therte have been some family learning opportunities during the year,	• Further develop the use of staff research knowledge to grow the number of children achieving and progressing • Sustain current levels of parental engagement and develop this to ensure that all areas of our school community are working together in a positive way • Develop the use of technology within EY • Further develop transition through the growth of play-based learning for lower primary • Develop the buddy system to give younger children a buddy that will follow them through EY and then into school • Develop opportunities for working with classes/year groups within the school • Develop the programme of curricular enhancement to provide opportunities and experiences for our children that they may not necessarily have had • Further develop family learning opportunities throughout the year	3

2.2 Curriculum: Theme 3 Learning Pathways	• Development time has been dedicated to the development of progressive pathways planning in primary. This needs to be further developed taking advantage of the 2-18 model • The senior phase curriculum is developing in line with the DLT model and expectations. • The school has achieved SCQF Ambassador Status in 2019 and plans to build on this knowledge in order to further develop pathways to learning and achievement • Building on and developing CES is a focus for 2019/20	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• PTs have strong links with parents within their caseloads in both secotrs • Appointment of home-link workers in both primary and secondary have been made. The established worker in secondary is demonstrating success with learners on her caseload • Relationships with partners within the community has meant that contextualized experiences for learners have taken place and this has had an impact on their understanding of subjects as well as their enjoyment of school • Parent council has been actively involved in campaigning on behalf of the school and in seeking additional sources of funding	

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)**
School Priority 1: Improve the health and well-being of all our learners **NIF Priority** Improvement in children and young peoples health and well-being **NIF Driver** School improvement and performance information **HGIOS?4 / HGIOELC QIs** 3.1 3.2 2.7	• All young people will understand (appropriate to their age and stage) what is meant by a healthy lifestyle • All young people will have the opportunity to engage in high quality physical activities which will improve their fitness and well-being • All young people will be provided with education about healthy eating and will be offered healthy food on site • Our young people will know how to stay safe online and will have an awareness of appropriate use of the internet and social media • Our young people will understand how to recognize and report bullying, abuse and infringements on their rights • Where appropriate to age/stage, young people will learn about health in terms of personal hygiene, emotional and mental well-being, how to administer first aid and be able to speak about those that can support in our community	Continue to develop transition activities and links across the school in line with DLT guidance.	DHT (GIRFEC)to lead. PEF funding to support transition activities in P7/S1. Review in June 2020
		Continue to review PSHE curriculum an offer across the school to ensure that it meets the needs of all learners	PTC (PSE) to lead audit and review in secondary. PT (PSE) to lead in Primary. Time to liaise and discuss.
		Establish and review the Positive Relationships Framework (whole school nurture approach)	HT to lead. Time at Inset for launch and for working party to meet. Funding may be required for an external speaker.
		Establish greater links with the community sports hub to ensure that this is to the benefit of the young people and families in our community	PTC (PE) to meet with Hub co-ordinator
		Re-launch and roll out of Emotion Works with Primary staff	DHTs (primary) and Primary PT (ASL) to lead. SWTA time calendared. PEF funding for resources
		Identify learners who require Nurture interventions, assessment through and monitor with Boxall Profiles. Staff both nurture rooms and provide any additional resources/training required	DHT(GIRFEC) to lead. PEF funding allocated to this. Training time to be used to ensure that staff are confident with Boxall standards etc

	- All learners report feeling safe in school - Decrease in number of incidents resulting in exclusions across school - Increased school attendance in both sectors	Develop a programme of after school and lunchtime activities to meet the needs of all young people in our community and ensure that everyone has the opportunity to be included	HT, Primary PT (additional activities) and PTPS (Partners), PTC (PE) to work together to ensure that partners are deployed effectively across the school. PEF funding may be required to resource this additionality
		Breakfast clubs expanded to reach an ideal number of learners and ensure a good start to the day.	Primary ELT, partners and staff associated with breakfast clubs to lead. PEF and other funding/sponsorship used to fund this.
		Establish and educated on healthy routines from an early stage, starting in Nursery and continuing throughout the school (healthy eating, dental hygiene, hand washing and personal hygiene, sexual health etc)	PTC (PSE), Nursery Manager and primary PTs to have time (through SWTA) to ensure that planning is in place and to monitor its implementation
		Develop a programme of learning to establish digital health for all. Develop a social media policy with parents, staff, learners and partners	HT to lead on policy development. PTC (Technologies), primary PT and PTPS (PSE) to lead on programme of learning.
		Identify and train mental health champions for the school	DHT (GIRFEC), DHT (Primary) to lead. Time required for training and development
		Develop a procedure for more systematically celebrating success across the school, including the use of social media, newsletters and media links	HT and DHT (GIRFEC) to lead with a working party/comms group and the ‘behaviour’ working party. Time required for meeting. Support required from admin staff
		Further develop the mentoring programme for S1-6 to encompass regular learning conversations, goal and target setting and tracking data to ensure that learners are continually making progress, reflecting on their achievements and planning their next steps	DHT (GIRFEC) to lead supported by PTPS in S1 and PSE teachers in S2-6

		Improve whole school attendance by targeting those individuals and groups who require the most support and implement previously successful interventions to achieve this	DHTs (Primary and GIFEC)
School Priority 2: Raise attainment, improve achievement for all learners and close the gap(s) across our school **NIF Priority** Improve attainment and close the gap **NIF Driver** Assessment of young peoples' progress and performance information **HGIOS?4 / HGIOELC Qis** 3.2 2.2 2.3 2.7	Staff will have a clearly identified plan to raise the attainment of learners across the school. This will ensure that: All learners, staff and parents are aware of the importance of good learning skills; Individual learners receive the support, resource and advice that they need to achieve their best in this area; Interventions are effective and offer good value for money; Parents understand the rationale and impact of interventions; Teacher judgements are accurate and consistent across the school; The progress of almost all learners is at least in line with expectations for their age; Attainment is in line with D&G schools; Gaps are clearly identified at different stages/subject areas and steps are taken to close them appropriately Teaching strategies will result in (Almost) all learners making good progress Learners will be engaged and challenged in their learning across the school; Teachers will be secure in their practice and supported by peers and others in their development; Parents will feel empowered to support the learners in their learning journey and	Timely data captures scheduled into school calendar which are then analysed and intervention allocated as appropriate Use data across the school to identify the gaps in learning and allocate resources accordingly to close. Research based intervention/action to support decision making High quality moderation calendared throughout the year, training delivered by QAMSOs (more to be identified across the school) Systematically celebrate achievement, attendance and attainment across the school to encourage learners and their parents to engage in learning Further develop a meaningful engagement with parents with regard to their childrens' learning. Clearly rationalize the relationship between parents' evenings/conversations and reporting Empower parents to support childrens learning through training, development etc and support of parent council and colleagues at the centre	DHTs (Primary), DHT (GIRFEC), time for support staff to set up SEEMIS accordingly and if necessary. SWTA to reflect. DHTs to lead. Time in meetings with ELT to share findings and research ideas. PEF resources may be required to support interventions HT to lead. Time and resource needed to train additional QAMSOs. Time given over to Inset and cluster twilights to allow moderation and training for whole staff. HT (as above priority) DHTs (primary and GIRFEC) to lead. Time will be required to engage with the parent council and forum HT to lead. Time required to meet with colleagues and parents. Resources may be required to support this (parent council)

	will know how/who to approach for support. Interventions will impact on the skills of learners in their lessons; Faculty/area reviews will help to inform the further development of quality first teaching across the school and enable the sharing of good practice	Liaison with the SWEIC family to share positive ideas about closing the gap Increase the aspirations of young people by providing real life examples of what can be achieved in their community (assemblies, PSE lessons and wall of fame) Develop ways of sharing good practice across the school. Particular focus on identifying areas/individuals with strengths in QFT/differentiation/assessment etc	HT to lead. Time required for best practice visits or alternative communications sought. ELT to lead within their own areas. Resources may be required supported by partners All ELT to be involved in initial audit. DHT (Curriculum) and DHT (Primary)to investigate professional learning opportunities
School Priority 3: Ensure that there is a progressive pathway for learners which culminates in positive destinations for all **NIF Priority** Improvement in employability skills and sustained positive school-leaver destinations for all young people. Close the gap between the most and least disadvantaged children and young people **NIF Driver** Assessment of young peoples' progress School Improvement School leadership **HGIOS?4 / HGIOELC QIs** 2.2 2.3 1.3 3.1	Learners will be prepared for their next steps in learning; Staff will be aware of where learners have come from and where they are expected to progress to; Clear progression pathways are planned and delivered across the school Improved attendance; Improved positive destinations data; Learners better equipped to talk about their emotions; Lesson observations showing high quality learning throughout the school; Increase engagement in learning (evidenced through learner interviews) Parents will be engaged in discussions about option choices; Links with Businesses and the world of work will increase learner understanding of the importance of education; Wider choices and relevant curriculum will begin to close the gaps between least and most disadvantaged; Increased use of the school will support education in the wider community;	Learning journeys are clearly mapped across the school (2-18), progression clearly mapped in all areas Senior phase curriculum planned in liaison with DLT colleagues to ensure that the needs of all learners are catered for, that learners engage with their subject choices and are supported to plan for their future. Review of IDL bundles in primary sector Maximise the use of the new facilities to engage all learners in their learning and help them to achieve (Library, garden areas, sports hub etc) Further development of STEM activities/clubs planned into school and after school activities to engage learners in practical learning and support them to plan for their future Introduce 3rd language into primary to be	ELT and Nursery Manager to lead. Time to meet needs to be planned and delivery time to staff scheduled into SWTA DHT (Curriculum/timetable) to lead with support of PTCs. Time through PTC and DLT meetings. Funding for resources may be required to establish any new courses (sponsorship?) DHTs (primary) to lead. Time scheduled into SWTA HT to lead. Library working group and gardening group to be established with the support of partners Primary PT to and PTC to lead. Liaison and support from partners. PEF funding to support any resources/trips/guest speakers etc DHTs (primary to lead). SWTA time

2.7		included as part of IDL bundle review Widen training and development of good TLQ practice Develop Career Education and work-related learning, visits, guest speakers to ensure that all learners have a clear view of their next steps in learning Ensure a consistency and continuity of experience across the whole school for STEM. Building on progressive learning and ensuring a positive experience for all.	identified and calendared for planning. Nursery manager, ISL member of staff to lead, supported by DHT (P1-3). SWTA time calendared and PEF resources allocated for any additional materials/training/intervention etc DHT (Curriculum) and PTPS (post 16) to lead PTCs (Maths and Science) and PT(STEM) Some funding from ES and PEF