Dumfries & Galloway COUNCIL

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

School: Park School, Stranraer

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 SCHOOL VISION:

At Park School, pupils, staff, parents/carers and community partners work together to:

- create a happy, safe and inclusive school
- provide relevant experiences to allow everyone to achieve and learn to the best of their ability

OUR SCHOOL AIMS:
We aim for all children to:
- ☺ Lead learning and set ambitious targets.
- ☺ Have the courage to keep trying when things are hard.
- ☺ Do what we can for our school and community.
- ☺ Know that we are all important and equal.

SCHOOL VALUES:
The school values are summed up in the **TEAM PARK RESPECT** agenda:
TEAM PARK: Together Everyone Achieves More
- ☺ **RESPECT YOURSELF** (Believe in yourself, be kind to yourself, make healthy choices, grab opportunities)
- ☺ **RESPECT EACH OTHER** (Be caring, friendly and polite to all. Respect individual differences.)
- ☺ **RESPECT LEARNING** (Work hard, challenge yourself, keep trying, stay focussed.)

Review Date: by May 2020

Review Activities (as appropriate):
Throughout the session 17-18, parents/carers attending 'parents' night' were invited to comment on the school vision, values and aims, what was working well in school, what could be improved and consideration of PEF expenditure. Feedback helped inform the school vision and improvement plan. Staff discussions and professional debate informed school aims and visions. Throughout 2018-19, school assemblies and class follow-up focused on the school values. Children created their own posters and captions to define RESPECT. A number of partner agencies and community organizations were invited to comment on the school's vision, values and aims to gauge wider opinion. Formal feedback was minimal however, the vision, values and aims were widely endorsed.

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 – Update Nov 18

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)
School Priority 1: Raise attainment in numeracy and mathematics. **NIF Priority** Improvement in attainment. **NIF Driver** Assessment of Children's progress Teachers' Professionalism **HGIOS?4 / HGIOELC Qis** 2.2 : Curriculum 2.3 : Learning, teaching and assessment 3.2 : Raising attainment and achievement	All teaching staff and the nursery manager attended developing number awareness and maths recovery training, as appropriate to their stage. Where new approaches to learning have been trialled, children have been observed to be more engaged and are developing deeper conceptual understanding and confidence in applying number knowledge. Resources have been identified to support enhanced approaches and planners and pathways have been revised accordingly. Tracking grids/rubrics were agreed to aid progression and support children and teachers in identifying next steps. These should result in a reduction in bureaucracy, freeing time for teachers to focus on learning and teaching to further enhance learning experiences for children. In addition, children should be more able to talk about their learning and next steps for progress. Nursery and primary 1 classes have created numeracy rich environments to enable children to explore and apply number concepts through play. Nursery staff have developed key skills assessments to inform planning and support to children in developing number concepts. Staff now use a common language ensuring consistency at points of transition. Children's profiles show individualized learning pathways across all aspects of numeracy, informing next steps in learning. In primary 1 children are actively engaged in setting their own targets and choose activities to build necessary skills and knowledge to achieve these. Enquiry based approaches to learning has enabled teachers to better understand individual abilities and support and challenge children	Fully implement and evaluate newly developed pathways and approaches in numeracy, including child friendly tracking and target setting. Develop a common mathematical language throughout the school for both staff and children. Staff to explore ways to assess children's **application** of number knowledge. (possible visits to Renfrewshire). Introduce numeracy sacks in nursery, numbers around us (help sheet for parents). Work with a maths buddy (colleague) to reflect on and refine own practice based on observation of pupil engagement and skills, inc. maths talk. Stage teams to review use of digital technologies to support learning. Trial adapted numeracy interventions in the upper school.

	accordingly. In 2018-19, 90% of Primary 1 pupils attained early level, 77% primary 4s attained first level and 61% of primary 7s attained second level (excluding pupils within LC and with specific ASNs). Overall 76% of pupils at p1, 4 and 7 are attaining expected levels in numeracy. Numeracy intervention programmes in the upper school did not yield the expected gain and as a result have been adapted to better suit the needs of older pupils.	
School Priority 2: **Health and Wellbeing** Build Resilience and confidence through music, play and wider achievement. Increase awareness of the world of work. **NIF Priority:** Improvement in Children and Young People's Health and wellbeing **NIF Driver** Assessment of Children's Progress Parental engagement **HGIOS?4 / HGIOELC Qis** 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.7 Partnerships	Teaching staff participated in Charanga and Kodaly training and music instructors modelled classroom delivery. Progressive programmes have been developed to support music across the school. All staff are now confident in implementing programmes, ensuring children have a progressive experience from nursery to p7. Tracking and assessment in music has been developed to enable teachers and children to discuss progress and set targets in music. All children from P4 upwards have been given the opportunity to learn to play a musical instrument. 85% of pupils feel that they have enjoyed and benefitted from this experience. Staff have noted that children's resilience and ability to self-regulate has improved. Parents have welcomed this initiative and the opportunity for children to access music exams and join local organisations e.g. Junior Brass Band. The perception of the school within the wider community has been enhanced through the music initiative. Children are given a number of opportunities throughout the year to showcase their learning through performances. Teaching and nursery staff attended Career Standards Es and Os and WOW training. Staff now have increased awareness of benchmarks and supporting resources. This is evident in some class plans but not across all stages of the school. Nursery and primary one staff participated in learning through play training. The bespoke mentoring model allowed staff to gain pertinent and timely feedback and support to progress their own knowledge and skills as a practitioner. As a result, transition from nursery to primary 1 now focuses clearly on children's experiences. Children are observed to be more engaged and play a greater role in planning and leading learning. Staff and children alike have a greater understanding of individual abilities and strengths and as such are able to support and challenge where appropriate. Increased engagement through play has also led to a significant decrease in low level behavior. Of the 34 children who attended mainstream primary 1 full-time and where children's levels could be determined, 90% attained early level in	Extend learning through play training to p2. (Deidre Grogan, Strathclyde University). Develop play principles outdoors through My World Outdoors (CI document), NIH. nursery CAT, incorporate within planning (inc early years teachers). Create an enhanced menu of wider achievement/learning through play activities aligned with progression of core skills for work. Our wider achievement/learning through play programme will be more focused on developing skills for life and work All learners will have the opportunity to reflect on and know how they are progressing in terms of developing their skills for learning, life and work. Stage teams to review use of digital technologies to support music and wider achievement.

	reading, writing and numeracy. 75% + parents have attended stay and play sessions in both nursery and primary 1. Parents are positive about their children's learning and the experiences they get through play at school and recognize the value of play in terms of children's learning and overall development, as evidenced through parental feedback cards. Children are presenting as more confident and positive about nursery and school. The Learning Centre children have benefitted from swimming lessons, delivered by qualified instructor. The children have increased in confidence and ability to listen and follow instructions in a noisy environment. There has been an increase in the amount of children who are able to get themselves ready before and after swimming. Many of the children find the swimming lesson a calming and relaxing experience and, for some they will use language and communicate more in this setting. The Learning Centre have also bought new equipment and refurbished the sensory room. This is now a welcoming, safe space where children can go to calm down, relax and regulate their emotions	
School Priority 3: Raise attainment in literacy, particularly writing. **NIF Priority** Improvement in attainment. **NIF Driver** Assessment of Children's progress Teachers' Professionalism **HGIOS?4 / HGIOELC Qis** 2.2 : Curriculum 2.3 : Learning, teaching and assessment 3.2 : Raising attainment and achievement	All teaching staff attended literacy training courses for writing (Sue Palmer) and 'Word Aware', relevant to their stage. Nursery and primary 1 staff have created literacy rich environments where children have the opportunity to read and write for real and relevant purposes using a wide range of texts and tools. In both nursery and primary 1, there has been a notable increase in the number of boys who chose to mark-make/write during play. Staff have also noted an increase in the number of children who access the book corner during play. A QR code system has been introduced in primary 1 to support reading at home. This will be extended to the classroom with the introduction of IPads next session. Nursery staff have increased opportunities for children to 'write' and have devised assessments to record progression in fine motor skills, including pencil control. Word Aware approaches are evident throughout nursery and school in displays and weekly literacy programmes. Overall attainment in talking and listening has increased 8% at p1, 4 and 7 and writing by 9%. The Learning Centre has implemented some aspects of Word Aware as a programme for teaching concepts and new vocabulary. Some of the children in the LC have started to use this new vocabulary in their day to day interactions. The introduction of the EYP role has allowed for 2 additional TLQ groups in	Finalise and implement revised school programmes and pathways, including child friendly tracking and target setting. Work with a stage buddy (colleague) to reflect on and refine own practice based on observation of pupil engagement and skills as identified by individual staff. Stage teams to review use of digital technologies to support literacy development. (e.g. QR codes for books in nursery). Based on comparative results for AR and Fastlane interventions, match children to appropriate intervention to further raise attainment.

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nursery. 72% of children gained 9months or more for 'information' and 60% of children gained 9 months or more in 'grammar'.

A pre TLQ pilot (for 3yrs old) was carried out. We are still awaiting collation of results however, initial examination of data suggests that almost all children have made positive gains.

75% of children who took part in primary 1 TLQ, gained 9mths + in 'information' and 44% made more 9mths + progress in 'grammar'.

95% of primary 2 children who worked on the CLG intervention, gained between 3mths and 19mths in their reading age on completion of the 8 week programme. Review of pupils who completed the intervention programe last session suggests that almost all of those children are now progressing at the expected rate (1mths progress per calendar month).

The introduction of Accelerated Reader has led to varied results in reading across p4-7. General trends suggest that Accelerated Reader aids progress of more able children and that less able readers benefitted more from the 'Fastlane' approach. Some staff feel that they would benefit from further support in developing reading strategies, in particular inference.

The Learning Centre has introduced Rapid Reader Programme. The children in the Learning Centre are already showing an increase in their ability to read and work independently. The books are highly motivating and the children show enthusiasm for them.

Clicker 7 has also been introduced in the LC and across the school. Some Learning assistants and teaching staff have attended training in this and there will be a refresher training course early in the next session to ensure that all staff are familiar with the programme and how it may benefit pupils with additional support needs throughout the school.

Literacy programmes and pathways have been revised to address consistency of approach, progression and challenge throughout the school.

| **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** | • Comments in this section present a broad, general picture as PEF has been a key feature of school improvement planning and as such is referenced throughout standards and quality reporting.

• Closing the attainment gap and raising attainment for all has been central to all school improvement and staff are now very focused on both agendas. This is apparent in discussions with staff, staff analysis of data and planning and assessment of learning. Staff are now familiar with a wider range of assessments and have used these to good effect to gauge impact on learners. Although results didn't always show significant improvement, staff are now able to make informed decisions going forward about matching interventions to individual needs. |

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gap? • **How well are you removing barriers to learning and ensuring equity for all?**	• Throughout the session, staff had increased opportunities to explore current research, attend national training events and work alongside side colleagues across the South west Collaborative. This has greatly boosted staff confidence to drive change within school by taking on leadership roles and supporting colleagues. This is particularly evident across nursery and primary 1 where staff have had access to individualized CPD and support to develop learning through play. Examples of practice within primary 1 have been 'showcased' at national conferences and identified as examples of good practice. Attainment in primary 1 suggests that play based learning has impacted positively on learner's progress. Children's engagement in and curiosity for learning has been consistent within as well as outwith the classroom (school trips, playground). Children are also observed to be more resilient and better able to self-regulate. • There have been increased opportunities for all staff to access quality and relevant CPD that is impacting on learning and teaching within school, building both teacher and learning assistant capacity e.g. visible learning, numeracy interventions, play-based learning. This has stimulated purposeful discussion about learning and teaching with both teachers and learning assistants and led to more indepth focus on children's understanding of the learning process and their ability to articulate and apply their learning. Staff are beginning to trial and adapt approaches accordingly. • In addition to improvements in children's attainment, for the most part one-to-one and small group interventions are having a positive impact on children's overall wellbeing; most children appear more relaxed and engaged in learning within class as a result and there has been a significant decrease in low-level behavior issues across the school. • Intervention work has heightened awareness of pupil wellbeing and engagement as key to raising attainment and as such have trialed initiatives to promote resilience and wider achievement e.g. yoga/meditation. Children across primary 2 and 3 responded well to yoga. The primary 2 teacher noted that after a session, children were more focused and scores in end of week tests improved.

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
HGIOELCC 1.1 **HGIOS 1.1** **Care Standards 3.14, 3.19, 4.7, 4.8, 4.19`** **Self-Evaluation for Self-Improvement** • *Collaborative approaches to self-evaluation* • *Analysis and evaluation of intelligence and data* • *Impact on learners' successes and achievements.*	Staff have a shared understanding of the school's strengths and areas for improvement across the pre-school, primary and ASNs settings. A more personal approach to parental consultation has been found to be most effective in gauging parental opinion e.g. question boards and sticky notes at parents nights, in nursery the early years practitioner facilitates this. In nursery, children offer feedback through group discussions and visual recording, reflecting on the learning environment. For the most part, staff across the school work well as a team, supporting each other and sharing good practice. All teaching and nursery staff participate in purposeful CPD and are able to reflect on their own practice using relevant GTC and CI standards. PRDs take place annually and help inform school improvement planning. Staff are increasingly confident in analysis a wide range of data to identify trends across learning, including individual pupil strengths and next steps for learning. Information is used to plan interventions accordingly e.g. TLQ, engagement with external agencies. Nursey PLPs have been refined and streamlined to focus next steps for individual children. Tracking and monitoring overviews ensure all nursery staff are aware of key targets for	In order to facilitate ongoing self-evaluation and review of practice, nursery staff access CI and SSSC websites more frequently. A more rigorous and robust monitoring, evaluation and support calendar should be developed to enhance staff understanding of QI frameworks. Early level staff should engage more frequently with HGIOELCC, Health and Social Care Standards, ERCERs-E, SSTEW and Building the Ambition to establish a clear rationale for change and improvement. With the introduction of 1140hrs in nursery and subsequent introduction of trainee and management posts, there will be an increased need to tailor CPD to staff needs including induction programmes and remit specific targets. Nursery staff should continually refer to Care standards and HGIOELCC QIs to determine the impact of training and changes in practice. Through the review and development of an enhanced wider achievement programme, continue to seek opportunities for pupils and parents to be actively involved in identifying and contributing to school improvement. Through more clearly defined collaborative planning and stage moderation, continue to encourage all staff to work as a team, share practice and agree expectations to ensure	3 7

	individuals. Targets are also summarized in PLPs with other key information. PLPs and online learning journals enable parents to review their child's progress on an ongoing basis as well as recording achievements at home. Staff across all settings have been given increased opportunities to attend national and regional INSET and visit schools, nurseries and ASNs settings within and outwith the local authority. As a result, staff gained a wider perspective and were better informed to lead on key initiatives within school e.g. environments for learning, Early Years Conference, developing number knowledge, maths recovery - a class approach, Boxall profiling, music tuition, CALL Scotland. Cluster moderation activities validated staff assessment of writing and enabled staff to share ideas on practice. Pupils work alongside teachers and parents to review progress and determine next steps for learning. Parents find the consultation process focused and purposeful however, following visible learning workshops staff realised there was a need for more indepth focus on children's understanding of the learning process and their ability to articulate and apply their learning.	continuity of approaches for learners. Continue to engage in the cluster moderation process to clarify expectations and ensure appropriate challenge for learners. Discussions during CATs highlighted the need for clarification of pupil involvement in recording and reporting on progress to ensure continuity and consistency of approach across all classes. Staff to participate in the Visible Learning programme to ensure greater focus on children's understanding of the learning process and their ability to articulate and apply their learning, Reflect on how to effectively use data from SNAs to inform next steps.	
HGIOELC 1.3 **HGIOS 1.3** **Care Standards 3.14, 3.19** **Leadership of Change** • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement*	The school vision, values and aims were developed in consultation with parents, staff and children. Almost all staff, pupils, parents and partners show a clear commitment to these through their day to day interactions and engagement within school. The vision, values and aims are clearly evident in partnership projects such as Tea, Tots and Tales, family holiday programmes, parent-child lending library, grab-and-go play bags, etc. Nursery staff have embraced pedagogical change to create increased opportunities for children to	Continue to explore ways to share the vision, values and aims with all stakeholders. Further engage staff in developing and embedding ongoing self-evaluation (HGIOS4, HGIOELC). Ensure that time is clearly allocated to provide opportunities to evaluate the impact of practice and share learning within levels, across the school and within the cluster. Maximise opportunities to support peer learning across the cluster and the wider regional collaborative.	4

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and change.	lead their own learning through enquiry and creativity. This is evident in the ongoing review and development of nursery areas. Nursery and early level staff teaching staff worked closely together, sharing and critically reviewing practice to ensure transition of approaches to learning from nursery to primary 1. The SMT has a clear rationale for change based on current research and the school context. RAFA, closing the poverty related gap and promoting equity underpin all S.I.P. The SMT actively seek advice, support and utilise available funding to provide opportunities to enhance children's experiences and provide quality staff training to progress school aims and values. PEF has enabled the school to increase access to training for all staff which in turn has driven change through shared experiences and reinforced key messages. Teachers have become increasingly skilled at examining learner's progress and planning appropriate approaches and interventions, driving the RAFA agenda across the school. School improvements are identified through ongoing self-evaluation based on local and national standards and priorities. Evidence is gathered from a wide range of sources including formal and informal consultation with pupil, parents, staff and partners including the Parents Council, house captains, pupil focus groups and daily classroom practice. Most staff have a shared understanding of the school's strengths and development needs. All staff engage in a range of CPD both individually and collectively. Staff are encouraged to take on leadership roles beyond the classroom through school/cluster working groups. Recent	Further develop opportunities for leadership roles and distributive leadership at all levels to maintain focus and momentum for change and improvement. SMT need to identify 'protected' time for professional dialogue and reflection to support effective management of change across the school.	

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	work on intervention strategies has empowered staff to drive change and fostered an ethos of continual improvement. Almost all staff are committed to achieving high standards and success for learners and contribute to continual review of school programs and approaches to learning and teaching.		
HGIOELC 2.3 **HGIOS 2.3** **Care Standards 5.2, 5.21,** **Learning, Teaching and Assessment** • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	All lessons observed identified LIs and SC with children and encouraged self and peer assessment however discussions with focus groups highlighted that children were unclear about targets and next steps in learning. Learning through play approaches in primary 1 has led to increased pupil engagement and challenge in learning. Children feel empowered and take on leadership roles within the class and are more able to talk about their targets and chose activities to support next steps in learning. Parents find the new consultation process more focused and purposeful however the process needs to be refined to enable children to participate more fully. In nursery children have increased responsibility for managing their own environment and learning and for the most part can talk about their next steps. Care plans are drawn up based on initial parental consultation and thereafter reviewed on a regular basis. Nursery PLPs support children's progression and enable children and parents to engage more easily in discussions about learning and development. The new format has been identified as very good practice by CI. Teachers are becoming increasingly skilled in their analysis of data to identify barriers to learning and draw from evidence based research to initiate effective interventions. Staff used a range of approaches to raise attainment in literacy	Discussions during CATs highlighted the need for clarification of pupil involvement in recording and reporting on progress to ensure continuity and consistency of approach across all classes to further aid transition. Staff to participate in the Visible Learning programme to enhance learning discussions and clarify next steps. Develop steps/rubrics to support this across core learning in the first instance. Review tracking records and procedures to support this. Explore ways to challenge more able children in nursery. Extend opportunities for creativity and enquiry learning outdoors. Create more opportunities for learners to apply skills to create digital solutions. Ensure staff have necessary training and sufficient access to relevant hardware and software to confidently progress digital learning for pupils. Learners' focus groups identified the need for more frequent opportunities for outdoor and active learning. Through discussions with staff and partners it was agreed that through review and revision of play and wider achievement, children's understanding and appreciation of the world of work could be significantly enhanced, developing confidence, resilience and responsibility. Further discussion suggested that it would be	3

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	and numeracy and build resilience and confidence. Teaching staff are confident in using a wide range of assessment. Participation in cluster moderation validated assessment evidence in writing. Analysis of CfE levels and focused assessments enables the headteacher to have purposeful dialogue with staff on RAFA, identifying individual needs, informing ASfL input and agreeing appropriate targeted intervention. This has contributed to the overall improvements in attainment.	helpful to review and refine assessment folios throughout the primary school, building on nursery approaches to child and parental involvement. Extend moderation activities through more clearly defined expectations around collaborative planning across stages and the curriculum. Extend opportunities for pupil choice across the curriculum. The LC will continue to develop the curriculum to ensure that the children receive a flexible, yet developmentally appropriate curriculum. The LC will develop an assessment pack and guidance to help moderate applications, plan next steps and support pupils in their mainstream schools. LC staff will work collaboratively with other establishments to develop assessments and tracking procedures.	
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Staff across the school work closely with partner agencies and parents to develop child's plans to reduce and overcome barriers to learning and support general wellbeing. Where necessary this includes individualised transition programmes/support. The school has developed a range of family and parenting programs to promote wider engagement including Tea, Tots and Tales, Stay and Play, Parent-Child lending library, Family Holiday Activities. These have been well received by children and parents alike who value the opportunity to learn together. Staff engage in regular CPD to ensure they are up-to-date with local and national guidance and	Extend use of wellbeing indicators to raise awareness and enhance understanding to enable children and partners to articulate their needs and ensure support is focused. Further explore outdoor learning to promote wellbeing. Continue to implement strategies to close the poverty related attainment gap thereby increasing equity for all, with a particular focus on numeracy. Continue to provide opportunities for LC children to benefit from a variety of additional activities to support their wellbeing eg. Swimming, community bus, horse-riding.	4

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legislation in terms of child protection.

Children present as confident, friendly and relaxed within school.

The curriculum provides opportunities for children to explore different faiths and cultures. School values focus strongly on respect and are apparent in the day to day work of the school.

Parents have welcomed the new approach to 'parents' night' finding it to be more informative and focused on their child's progress and next steps.

Staff have become skilled at using data to identify barriers to learning and implement strategies to raise attainment in literacy and numeracy.

SEEMIS is used by all teaching and nursery staff to record pastoral notes, Child's Plans, IEPs and IOCs as well as information from partner agencies. This allows effective record keeping and supports identification of needs.

All nursery children have an active care plan. This is reviewed three times each year.

Ongoing discussions with parents and staff have focused on how PEF is/can be used to meaningfully close the attainment gap.

PEF interventions have had a significant impact on pupil attainment in literacy. Health and wellbeing initiatives have led to greater pupil engagement in class and increased confidence. Teachers in the upper school have commented that children settle quicker to tasks and maintain focus for longer. A number of children with ASNs have responded particularly well to the music intervention and are out performing their peers in terms of skill and progress.
All staff are aware of their roles regarding LC

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	inclusion and the children have all been enabled to be included in their mainstream class for specific activities where appropriate.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • *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*	CfE data shows a year on year increase in attainment in reading and writing. Some children have exceeded expected levels. No significant gains have been made in numeracy this session however, following training and individual research, staff have refined programmes and approaches in numeracy to address gaps in learning and increase conceptual understanding. This will be implemented next session. 		14	15	16	17	18	19
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R	48%	57%	75%	72%	75%	86%
Wr	<40	43%	55%	59%	65%	73%
T&L	------	------	69%	75%	78%	86%
N	44%	58%	60%	66%	76%	76% | *Table shows % of children at P1, 4 & 7 attaining early, first and second level respectively. (Figures **do not include** children who attend the LC or those with specific ASNs).* Data shows an increase in pupils in primary 1 attaining early level for all areas indicating that early literacy interventions and play based learning impacting positively. 90% of primary 1 pupils, excluding those with additional needs, attained early level across literacy and numeracy. Trends across the school suggest that targeted intervention work is impacting positively.	Extend opportunities for all pupils to purposefully engage with the community to develop skills for life and work, building independence and confidence. Further explore links with core curriculum and wider achievement to develop skills for work and life. Implement revised tracking procedures for health and wellbeing for all children, including wider achievement. Teachers to make wider use of benchmarking and SALs to develop holistic assessments. Implement revised programmes and approaches to numeracy to ensure consistency of approach to enhance learning and raise attainment. Continue to explore ways to raise attendance across the school through targeted intervention. LC staff will continue to engage in online programme and the use of the new Ipads will enable them to make use of this facility much more, ensuring that more observation are carried out leading to a greater understanding of levels within the LC.	3

	Yr	P1	Exc asn	P4	Exc asn	P7	Exc asn
R	18	79%		69%		42%	
	19	76%	90%	82%	94%	71%	79%
W	18	79%		52%		37%	
	19	76%	90%	62%	70%	58%	64%
T&L	18	94%		62%		47%	
	19	76%	90%	85%	94%	61%	64%
N	18	79%		62%		53%	
	19	82%	90%	71%	77%	55%	61%

*Table shows % of all children at P1, 4 & 7 attaining early, first and second level respectfully. (First column **include**s children who attend the LC or those with specific ASNs).*

Increasingly teachers are identifying opportunities for enhanced wider achievement across the curriculum.

Overall trends in attendance are erratic and vary year on year.

Attendance No of Children 90%+

17-18	18-19	19-20	20-21
85%	78%		

Young children in nursery are making good progress in communication, early language and mathematics.

The nursery environment is welcoming and purposeful, engaging youngsters in creative and physical play.

Children are encouraged to be independent and make choices about their play and learning. Nursery staff work closely with partner agencies to support progress and development, reinforcing programs and approaches.

Nursery staff know the children as individuals. This is reflected in children's PLPs and next steps. Parents can contribute in a range of ways including using digital PLPs (phone app).

Nursery staff have explored interventions to increase early vocabulary and language with children making considerable gains over a short period. (TLQ, Pre-TLQ)

The LC have implemented an online system of recording progress. All LC staff have received training on how to make onservations. All LC staff are aware of individual IEP targets and are now confident in making observatins of children.

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2.2 Curriculum: Theme 3 Learning Pathways	For the most part, learning pathways set out clear lines of progression, building on skills. Pathways are designed with a clear rationale of ensuring breadth, depth and coherence.	Implement newly revised music programme. Develop and refine art, drama and dance to take account of progression of skills and breadth of experiences. Further develop the playground to support outdoor learning. Continue to explore opportunities for accredited learning.
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	Approaches to parent consultations, reporting and family programs has led to improved engagement amongst a wide group of parents. PEF projects and TLQ programs led to increased attainment in literacy for targeted individuals. The school works closely with partner agencies and Family Learning to offer a wide range of family and parent programs. Stay and play sessions are held on a regular basis within nursery and primary 1 and are attended by almost all parents. The 'Learn with Fred' initiative has been well received by nursery parents. Class learning 'showcases' are well attended by parents, particularly for p1-4 pupils. Parents and families are supported by a range of agencies and organisations throughout the summer break through the School Summer Camp. Staff liaise with other agencies and formally request support where appropriate to ensure individual pupil needs are met.	The Parent Council suggested that parents could be successfully engaged in developing programs and activities to support the wider curriculum and skills for life and work. A working group consisting of staff, parents and partners will be set up to develop enhanced opportunities for wider achievement. Continue to arrange 'showcase' assemblies and 'learn together in class' sessions. LC parents will be fully engaged in Online Learning Journals in order for them to fully aware of their child's progress. Parents will continue to be involved in termly celebrations of learning within the LC.
School selected QI: 1.2 Leadership of Learning	Through working groups and temporary additional responsibility posts, staff are afforded a number of opportunities to lead in development and work with colleagues both in and beyond school. PEF has enabled the HT to commission training to ensure all staff can participate in quality INSET e.g Sue Palmer- Literacy/Early Years Play. This	Develop guidance on collaborative planning to support focused discussion on standards, assessment and raising attainment. Share and review the range of strategies used throughout school to support children in taking responsibility for their own learning and progress. Review 'reporting' and consultation documentation to ensure

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	should support purposeful professional dialogue about approaches to learning and lead to overall improvements for learners. School collegiate activities focus on pedagogy and raising attainment. The SMT supports staff in taking on a wide range leadership courses including ISL, STEM, BA Childhood Practice, PGCE. In doing so, staff reflect on their own practice and school systems and approaches leading to informed change and improvement across the school. Through cluster moderation, teaching staff discuss standards and expectations and share practice, leading to enhanced experiences for learners. The cluster improvement plan provides opportunities for staff to work on curricular approaches with stage partners across schools. Nursery staff meet regularly with colleagues to share practice and discuss key documents and policy. The SMT recognises and draws on the talents and interests of staff to build capacity e.g. early literacy, play, outdoor learning, music, analysis of data.	children are given frequent opportunities to discuss and review their targets. The staff meeting within the LC and ASC will focus on training and development needs.

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3. SCHOOL IMPROVEMENT PLAN   2018 - 19

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1: Raise attainment in numeracy and mathematics. **NIF Priority** Improvement in attainment. **NIF Driver** Assessment of Children's progress Teachers' Professionalism **HGIOS?4 / HGIOELC Qis** 2.2 : Curriculum 2.3 : Learning, teaching and assessment 3.2 : Raising attainment and achievement	In 2019-20, 80% of pupils will attain early, first and second level in numeracy by the end of p1, p4 and p7 respectfully, increasing to 85% in 2019-20. Teaching staff will implement an enquiry-based approach to enhance pupil knowledge and understanding of number, taking account of Visible Learning Strategies. Children will be given increased opportunities to discuss thinking and ideas about numbers and processes. (maths talk) Pathways for learning will provide strong foundations for learning in numeracy.	Numeracy lead teacher and numeracy team learning assistants will participate in revised 'maths recovery' training for p4-7 pupils. Identify pupils who would benefit from intervention and implement and review programme. All teaching staff will implement the newly developed numeracy programme and approaches including assessment and tracking. All teaching staff and LAs to attend VL courses. Work with a maths buddy (colleague) to reflect on and refine own practice based on observation of pupil engagement and skills referring taking account of 'Developing Number Knowledge' and 'Visible Learning Strategies. Evaluate progress, outcome and impact with stakeholders. Stage teams to review use of digital technologies to support learning.	Lead practitioner to support colleagues and oversee maths recovery programmes and release colleagues to observe others. Collegiate planning time: 'buddy' discussions, expectations of learners, attainment in numeracy, planning. 2 x LAs (part-time) to support numeracy intervention. Maths recovery taining p4-7, lead practitioner and LA numeracy team. (PEF: necessary cover for lead practitioner to attend course). 4 x cluster CATs on maths talk and BAR model. 4 x school CATs to reflect on numeracy developments. INSET: attendance at VL course. SMT: monitor and evaluate planning, assessment and delivery.

School Priority 2: Health and Wellbeing: Build Resilience and confidence through play and wider achievement. Increase awareness of the world of work. **NIF Priority:** Improvement in Children and Young People's Health and wellbeing **NIF Driver** Assessment of Children's Progress Parental engagement **HGIOS?4 / HGIOELC Qis** 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.7 Partnerships	Class planning will take greater account 'Developing the Young Workforce-Scotland's Youth Employment Strategy' and Career Box Our wider achievement/learning through play programme will be more focused on developing skills for life and work. All learners will have the opportunity to reflect on and know how they are progressing in terms of developing their skills for learning, life and work. The majority of parents /carers will have an increased knowledge and understanding of the importance of learners developing skills for life and work. ………………………………………… Children will experience play based learning across nursery and primary 1 and 2. The majority of parents /carers will have an increased knowledge and understanding of the benefits of play based learning and how they can support children at home. ………………………………………… All stakeholders will recognise the importance of developing respectful relationships within our schools community to build capacity, resilience and skills.	Raise staff awareness of developing skills for life and work. Create an enhanced menu of wider achievement/learning through play activities aligned with progression of core skills for work. Share with parents, information about the progression of skills for life and work and the school's wider achievement and learning through play programme. Evaluate progress and outcomes with all stakeholders. ………………………………………… Build staff capacity through training and peer support. Share ideas and review practice within the South West Collaborative. Evaluate progress and outcomes with all stakeholders. ………………………………………… Use Respect for All Practitioner Toolkit to develop an anti-bullying policy through joint working with parents and partners.	Lead practitioner to support colleagues and oversee wider achievement programmes and release colleagues to develop work experience based learning programmes. Release P1 and 2 teaching staff to further develop/maintain play. (p1: 1 x 0.5 days per month, p2 2 x 0.5 days per month + meeting with trainer). 1 x school CAT: wider achievement overview. Stage Groups : CAT (x2) tbc P5-7 Create a Wider Achievement Programme linked to world of work P3-4 Developing an outdoor ed programme N-P2 Purposeful Play World of Work experiences: resources, travel, etc. £2000 (tbc) P1 & 2 Play : £1500 (play equipment). P3 & 4 Outdoor Play Area : £500 Lead practitioner (DHT) Class teacher (p5-7) Pupil consultation/focus groups. Parental consultation/focus groups.

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| School Priority 3:
Raise attainment in literacy, particularly writing.

NIF Priority
Improvement in attainment.

NIF Driver
Assessment of Children's progress
Teachers' Professionalism

HGIOS?4 / HGIOELC Qis
2.2 : Curriculum
2.3 : Learning, teaching and assessment
3.2 : Raising attainment and achievement | In 2019-20, 80% of pupils will attain early, first and second level in writing and 85% in reading by the end of p1, p4 and p7 respectfully.

Teaching staff will implement newly revised school guidelines and recommended approaches to ensure consistency of approach and progression through literacy pathways.

Children will be given increased opportunities to read and write for real and relevant purposes and engage in a wide range of texts for enjoyment.

All classes will create literacy rich environments to encourage engagement with texts.

Pathways for learning will provide strong foundations for progression in literacy. | Share the revised guidelines and programmes with staff.

Work with a literacy buddy (colleague) to reflect on and refine own practice based on observation of pupil engagement and skills, taking account of Visible Learning Strategies.

Stage teams to review use of digital technologies to support literacy development.

Evaluate progress, outcome and impact with stakeholders.

Selected staff to attend 'Creating Balanced Readers and Writers Conference' (Stephen Graham) | Lead practitioner (p1-3) to support colleagues and oversee implementation literacy recovery programmes and release colleagues to observe others.

Lead practitioner (p4-7) to support colleagues and oversee literacy recovery programmes and release colleagues to observe others.

2 x LAs (part-time) to support literacy intervention.

DHT: 39 x 0.5 days per week oversee implementation of literacy programme.

Collegiate planning time: 'buddy' discussions, expectations of learners, attainment in literacy, planning.

4 x school CATs to reflect on literacy developments

SMT: monitor and evaluate planning, assessment and delivery.

Necessary support days to release staff to attend training and prepare feedback for others. |

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