Dumfries & Galloway COUNCIL

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

School: Rephad

Date: March – May 2019

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Rephad School aspires to:

Develop Successful Learners, Confident Individuals, Effective Contributors to Society and Responsible Citizens.

We will endeavour to promote effective learning and the highest possible attainment, participation and achievement for all.
Inclusion and equity of opportunity for all are central aspects of our core values.

To do this we will work in partnership with:

- Young People
- Their Parents
- Our Communities
- Our Staff
- Other agencies.

We will seek to:

- Develop all learners' potential to the full by assisting them to overcome barriers, develop resilience and have high aspirations
- Fully engage learners, parents, staff and other appropriate agencies in the learning process from nursery through transition to secondary
- Promote and provide accessible and inclusive lifelong learning opportunities and experiences
- Secure continuous improvement in students' learning participation and achievements

- Equip all learners to take a full and active place in society
- Recruit, retain and develop well-qualified and committed staff.

Statement of Purpose

We will seek every opportunity to celebrate and foster excellence so that children and young people:

- Are healthy, confident, well-motivated, well-adjusted and resilient
- Are healthy, literate and numerate – to a level at or above that of their peers in the rest of the world
- Fully understand their place and play their parts as citizens of a modern democratic society
- Experience equity and able to seize opportunities regardless of background, circumstances, disadvantage or adversity
- Have the skills and aptitudes to work flexibly and to embrace change throughout their future lives.
- Provide a safe, fit for purpose, caring learning environment that is well maintained and enhances learning & achievement

Review Date: Feb 2019

Review Activities (as appropriate) - Parent Council discussion at Feb 7th meeting,- parents happy with VVA, Pupil Council discussion, staff collegiate discussion during Feb IS Days

Parent Council had a discussion on the VVA and said they still reflected what we as a school aspire to. Discussion took place about ensuring that the VVA were a reality and embedded in the culture and ethos of our school and nursery. We talked about evidence in the form of the atmosphere in school and the VVA being reflected in the children and pupils and how they engage and interact within the school / nursery environment.

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).

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2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)* **IMPACT** *evidence in blue*	Next Steps (Looking Forwards)
School Priority 1: **Learning, Teaching & Assessment / Raising Attainment & Achievement** **NIF Priority** **improvement in attainment, particularly in literacy and numeracy** **Closing the attainment gap between the most and least disadvantaged children** **NIF Driver** **Teacher Professionalism** **Assessment of children's progress** **HGIOS? 4 / HGIOELC? Qis** **1.2,2.3,3.2**	We have increased the professional skills and capacity of teaching staff • Cluster collegiate sessions on D&G Quality Assurance & Moderation Framework – <u>almost all</u> staff have clearer understanding of quality assurance and moderation approaches linked to robust and varied assessment approaches with a range of supporting evidence and moderation. IMPACT This has enabled learners to have clearer understanding of their learning, progress and next steps. (further development and increased clarity of holistic assessment in lit & num has taken place amongst all teaching staff) • IMPACT <u>All staff</u> have engaged in professional learning around progress & achievement 4 stage cycle - progress through and achievement of a level recorded in SEEMIS for all learners We have increased innovation in learning & teaching approaches. • <u>Almost all</u> teaching staff have engaged and participated in Visible Learning training and professional dialogue with colleagues from school and mini cluster. IMPACT - focus on 'high impact' practices in learning & teaching to improve learners' experiences – Evidence - SMT monitoring, peer to peer monitoring , mini cluster sharing / observations / feedback – ongoing priority area We have increased teacher confidence and further developed robustness in determining progress and achievement of a level with a particular focus on literacy & numeracy • Visible Learning – IMPACT better teacher / pupil dialogue- increased learner awareness of LIs,SCs, feedback. Learning conversations and Next Steps –evident in planned learning, moderation activities and SMT monitoring of pupil work – IMPACT eg writing jotters P2 & P4, focused assessments across school • 4 stage progress through & achievement of a level cycle- <u>all staff</u> have engaged in professional learning around this – IMPACT all learners Lit & Num progress and achievement recorded in SEEMIS on new Progress & Achievement module. We have increased capacity and ability of staff to identify and make timely interventions to improve attainment • IMPACT Improved consultation between teachers and ASLT to review interventions termly.	• Continue to develop Quality Assurance and Moderation practices through cluster, mini cluster, SW Collaborative • Continue to develop high quality learning & teaching practices through further engagement with Visible Learning, Maths Recovery, learning through play in the early years • Continue to build professional confidence and capacity in making robust teacher judgements about achievement of a level and progress through a level in literacy & numeracy

Clearer use of Universal Support and blocks of targeted group / individual support.

- **IMPACT** Visible Learning approaches and a comprehensive range of assessment approaches are helping teachers to identify and formulate interventions more timeously.

levels of attainment in literacy & numeracy have improved in part

- SMT monitoring of writing in P2, P4 and P5 shows improved feedback to pupils – peer to peer sharing of approaches in P2 classes, HT input in P4 and DHT input in P5 writing. Approx.20% increase in P5 pupils attaining first level writing before Dec 2018 from June 2018 data.
- CLG – **IMPACT** identified pupils showing between 6 months and almost 2 years improvement – PM Benchmarking is showing gains through SRS, Accelerated Reading
- SAMSON MATHS – **IMPACT** - improvements in mental maths throughout school – in class assessments –ability to apply knowledge & skills evident in general maths.
- 4 staff trained in Maths Recovery – yet to see impact, initial signs positive.

We have made interventions to reduce the poverty related attainment gap between the least and most disadvantaged pupils (SIMD, 1&2 /FME) **IMPACT – SEE PEF sheets**

- PEF planning and interventions as detailed elsewhere.
- 3x 0.1 FTE PT Equity & Inclusion teachers have resulted in carefully planned and coordinated interventions and wider achievement opportunities open to identified individuals.
- 1x 0.1 FTE Equity & Inclusion – teacher in nursery early intervention to mitigate literacy / numeracy gap in future P1 and early years.
- Use of LAs to support identified groups and individuals in literacy and numeracy in P1 and P2 classes inc Closing the Gap reading in P2 – identified pupils – all have increased reading age by between 6 months and over 2 years .P.M Benchmarking evidence
- Use of GA – pastoral support for identified individuals – Discovery Group, help with reading for pupils not getting support at home. – P.M. Benchmarking evidence of improvement

We have created opportunities for developing learners' ownership of and participation in their own learning and personalisation & choice within planned learning

- Visible Learning approaches – further embedding of learning conversations
- Further embedding of play based learning approaches in Nursery, P1 & P2 – **IMPACT** increased pupil choice, flexibility in learning pathways to meet needs of pupils

Nursery – we have developed draft baseline information for early literacy / numeracy / PSD

- Baseline information helps nursery staff identify areas of development for individual children – individual / group interventions – Care Plans – TLQ –**IMPACT** – improved early speech and language skills and language acquisition – children's talk
- Use of additional EYA time to enable TLQ for identified children (PEF) **IMPACT** – identified children making progress in their vocabulary and speech

- Continue to build staff expertise on using and interpreting a range of contextual data (eg. SIMD / Benchmarking Toolkit) and assessment information to plan for and deliver equity of opportunity in learning and experiences and close the poverty related attainment gap in literacy & numeracy

- Further embed interventions to close the attainment gap – CLG (Reading P2) Maths Recovery

- Use PEF to develop and increase opportunities for participation (Equity & Inclusion PTs)

- Nursery Assessment & Attainment Bridge information – initiate from June & Aug 2019

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School Priority 2: **The Curriculum & Learning Pathways (inc. creativity & employability)** **NIF Priority** **improvement in attainment, particularly in literacy and numeracy** **Improvement in children and young people's health and wellbeing** **Improvement in employability skills and sustained, positive school leaver destinations for all young people** **NIF Driver** **School Improvement** *Teacher Professionalism* *Parental Engagement* **HGIOS? 4 / HGIOELC? QIs:** **2.2, 3.1, 3.2, 3.3**	We have further developed our strategy for embedding of Technologies including Digital Technologies throughout school and nursery. • We have completed Digital Schools Award self-evaluation and identified areas for next steps • Lead members of staff trained in Green Screen technology, Lego We Do, almost all staff trained in BBC Micro Bit We have further improved hardware / software resource to enhance Digital Technologies & Digital Learning throughout school and nursery • 10 ipads purchased to expand digital technologies options and opportunities for pupils in school –lit / num apps. • New additional IWB in nursery as part of refurbishment • Purchased CEM PASS to help assess HWB / attitudes for identified pupils (PEF) • Purchased PEF version of Sum Dog to help triangulate / assess progress in numeracy for identified pupils (PEF) We have undertaken professional development and training of staff in aspects of Technologies curriculum • Almost all teachers trained in use of BBC Micro Bit • Member of staff trained in use of 'Lego We Do' • Almost all staff trained in use of new ipads for lit, num and Technologies • Member of staff trained in 'Green Screen' technology We have further improved learning pathways in literacy & numeracy • Further embedding of SAMSON Maths – IMPACT – stronger mental maths throughout school- improvements in timed challenges- ability to apply strategies in general maths is improving- evidence in maths jotters and in speaking to pupils –pupils' own feedback about how SAMSON is helping them • CLG for identified pupils to close gap in reading – IMPACT all CLG pupils have made gains of over 6 months (some over 1 yr) in reading age after 12 week block. • Purchase of approx. £2000 on refurbishing and maintaining reading books for early and first level, and us of Scholastic book fair discount (£300) to build up reading books at 2nd level. • Literacy Strategy Overview was revisited and updated by teaching staff –IMPACT – increased clarity of expectations / assessment / resources to deliver CfE lit / English • Phonics / Jolly Grammar pathways revisited to ensure good flow and progression- IMPACT – clearer learning pathways leading to more effective / targeted planned learning • Rephad spelling programme further embedded , particularly in upper school. IMPACT – clearer learning pathways, more effective focus and ability to identify progression and progress. We have improved learning pathways across science, Social Studies & Technologies through our contexts for learning framework • Curriculum roadmaps, and school contexts for learning framework reflects school vision values and aims and local context. –IMPACT – curriculum successfully addresses all 7 principles of curriculum design – evidence in planned learning and range of curricular, extra- curricular and wider achievement experiences • Ongoing work in developing Technologies curriculum and embedding digital learning – IMPACT –wider use across school of netbook and laptops across the curriculum to enhance learning- evidence in pupil work across school	• Continue to progress towards Digital School Award • Further training in aspects of Technologies for staff – Computing Science / Digital Literacy • Further embed learning pathways and identified interventions in literacy & numeracy • Review Expressive Arts pathways – Music / Art focus for session 2019-20 • HWB – SHANARRI & UN Rights of the Child – further embed across school and nursery • Further develop parental engagement in learning • Further integrate aspects of the world of work and business (with local relevance) into contexts for learning / IDL opportunities

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We have further improved and developed links to employability skills and positive destinations through creative, innovative and locally relevant curriculum

- Increased links out to local industry and business – visits to local businesses / places of work – after school Art / Photography Club with parent helper. Cooking Club, Art Club
- 3 x Equity & Inclusion PTs and 1 in nursery – making links to local businesses and organisations – IMPACT - more opportunities for pupil participation with links to local community, places of work and business – all pupils experience different links throughout each session as part of curricular work and the majority as part of after school activities

We have increased participation and engagement of all learners (and more parents) in all aspects of learning

- All pupils have experienced wider exposure to opportunities for increased engagement with their own learning through Visible Learning and formative assessment approaches being used increasingly frequently and consistently by almost all teachers.
- We have made some progress in increasing participation of more parents in their children's learning – CLG pupils –parental support, Child's Plan for a few pupils, IEPs for a few pupils, curricular afternoons for most pupils in most classes with parents invited. Target setting parents evening in Nov – almost all parents attended, Curricular evenings and parental drop in sessions.

| **School Priority 3:**

Partnership working, wellbeing, equity & inclusion

NIF Priority

Improvements in young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Parental engagement

Assessment of children's progress

Performance information

HGIOS? 4 / HGIOELC? QIs:

3.1, 2.4, 2.5, 2.7 | We have increased partnership working with partner agencies, parents, school community, local community
- GIRFEC principles are applied in the systems and procedures we employ to engage with partner agencies like Social Services, Ed Psych, Opp for All, ELFSO, Inclusion Team, Community Police.
- Equity & Inclusion PTs are drawing on community and parental help with after school clubs
- Links to local community & businesses have been further strengthened via opportunities embedded in school contexts for learning grid and nursery responsive planning
- School / nursery participation in a range of charity and community events

We have increased awareness across school & nursery community of SHANARRI wellbeing indicators and their central role in our vision, values & aims.

- Mrs Mitchell has worked with the pupil Council to raise pupil awareness of wellbeing indicators – pupil planned input at Assemblies
- All teaching staff made aware of UN Rights of the Child Charter. – age appropriate posters for each classroom – circle time discussions with pupils
- Pupil Council have developed positive behaviour approaches and a new house points system across school
- In nursery SHANARRI wellbeing indicators used age appropriately – information in reception area for parents

We have increased opportunities to improve HWB of children, pupils and families through shared development and engagement in strategies and initiatives to promote health and healthy lifestyles and life choices. (children, pupils, parents, partners, staff, local community)

- Most classes participate regularly in Daily Mile
- Close links with Active Schools – festivals, sporting events, blocks of sport
- Let's Get Sporty – input for Nursery children and school pupils. (healthy lifestyles)
- Expanded range of 'wider achievement' opportunities via after school clubs, games, Art | - Further build strong partnership working across the school and nursery community. – act on feedback from partner agencies, parents, Parent Council , other stakeholders |

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Club, Photographty/ Art Club, Cooking Club, Discovery Club, SU
- After school football & netball with parental support and help

We have identified strategies and interventions to increase child & pupil equity of opportunity to mitigate disadvantage or adverse childhood experiences

- See PEF Action Plans

We have further developed creative and innovative initiatives to develop creativity, achievement & participation of a wider range of learners

- After school Art Club , Photography & Art Club, lunch time Drama Club, Brass Group

We have improved early literacy, numeracy and HWB of nursery and early years children & pupils

- Word Aware , TLQ, New Care Quality Standards, 'assessment bridge' information

We have increased pastoral support to improve equity and reduce barriers to learning and mitigate disadvantage

- TLQ established in nursery and early years of primary. – increased vocabulary, improved speech and listening skills. Reduced language / literacy gap for most disadvantaged – evidence in PLPs – focus group assessments
- GA support for identified pupils to help with supporting reading where this is not happening at home.
- Nursery Care Plans – all nursery children have care plans where needs are identified early and acted upon

We have further closed the attainment gap between the most and least disadvantaged children and pupils

- CLG interventions have consistently returned a minimum of 6 months progress in reading for every identified pupil after a 12 week block - some over 1 year (not all PEF)
- SRS and Accelerated reading have returned gains – evidence in increases in PM Benchmarking data and book bands pupils reading at
- SAMSON Maths is helping most pupils to further develop mental maths skills and strategies – evidence in 'timed challenge' and mental flexibility in general maths and problem solving.
- Four teachers trained in Maths Recovery strategies – more effective strategies to help close gap – beginning to be used and cascaded through rest of staff.
- Writing interventions – P2 stage partners working / planning together – increase in number of pupils on target in writing in P2 – SEEMIS recording of data
- Writing interventions in P4 & P5 – increase in number of current P5 pupils attaining first level writing – approx. 20% increase from June 2018 to Jan 2019 – some PEF identified pupils included in this.

| **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? | *How PEF is making a difference in closing the attainment gap. Some key considerations and factors taken into account in our school and nursery.*

• We have used SEEMIS and other local context data including SIMD to identify those children and pupils who are or may be susceptible to adverse childhood experiences including poverty.

• We have developed our strategy around PEF based on robust contextual analysis of a range of data and available information to build an accurate picture of the attainment gap including the possible impact of adversity / poverty related contributory factors. (SEEMIS custom reports / Excel database, SIMD data, FME, LAC, CP, Attendance data)

• Interventions have focused on closing the gap in literacy and numeracy and have promoted health & wellbeing.

• Approaches to interventions have been careful to avoid possible stigmatisation though inclusivity and diversity whilst ensuring identified individuals benefit in a targeted way

• Where possible and appropriate, we have worked in partnership with other organisations, partners, parents and community groups to help us to develop and provide a range of experiences to promote health and wellbeing, equity and inclusion. – extra-curricular and after school groups and clubs.

Interventions and Impact

➢ **(1) Visible Learning** – Improvements in learning & teaching through increased professional skills of teachers. Collegiate Sessions along with partners from within the cluster, (Glenluce & Castle Kennedy) – Used PEF for VL resources (Teachers' books) , networking and moderation between peers in mini cluster

IMPACT Measures

- SMT & peer to peer monitoring of impact of Visible Learning interventions on L &T in classes.
- evidence in attainment, holistic and focused assessments Peer to peer professional dialogue and moderation – greater focus on learning of individuals – more scrutiny on closing the gap for identified pupils – SEEMIS Progress & Achievement levels |

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➢ **(2) Deployment of General Assistant -** full time General Assistant to undertake administrative duties to free up learning & teaching time of teachers to enable them to focus on interventions in literacy & numeracy with identified individuals at risk of not attaining due to adverse circumstances. Also pastoral role in building relationships with identified children to help ensure wellbeing indicators are being met and supporting where required. Participation in 'Discovery Group' and after school clubs – info available separately.

IMPACT Measures

 - 'Soft Measures' - evidence gathered from Discovery Group interventions and activities. Use of CEM 'PASS' information gathering to capture before and after evidence of 'soft impact' measures eg changes in attitudes, participation, social interaction. – this shows increases in participation rates and improvements in learning and interactions including those in class –leading to more focus on learning. – greater progress in reading, writing, numeracy –evidence in progress and levels attained in SEEMIS Progress and Achievement Module.
- 'Hard Measures' - Attainment – increased attainment in literacy / numeracy – closing the gap from initial starting point measures / assessment and regular on-going follow-up assessments. –reading & general maths focus. Increased L&T focused time for class teachers. Identified pupils progress in CLG reading intervention.

➢ **(3) Equity & Inclusion PTs**

- 3x 0.1 FTE Temp Primary Principal Teachers in school and 1 x 0.1 FTE in Nursery

  Each part time PT has undertaken a specific aspect of engagement with PEF. – including After School Clubs, Pupil Council, Eco Group – all incorporating identified individuals to promote H&WB and increase participation
  - Professional support for colleagues – in class support (including working directly with groups containing identified individuals) and out of class advice for aspects of Lit / Num for identified pupils.
  - Early intervention strategies and approaches – in nursery and in P1 & P2 –in school Visible Learning & TLQ – TLQ evidence of impact available.
  - PTs have worked alongside other colleagues and external partners to plan, develop and deliver targeted interventions to improve lit & numeracy skills of identified individuals and groups of pupils. (Lit / Num / HWB focus)

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IMPACT Measures

- TLQ before and after assessments – <u>All</u> children and pupils have made gains
- PASS assessment / feedback
- <u>Increased participation across school</u> – including that of identified pupils- <u>most PEF identified pupils have participated in one or more wider achievement /extra-curricular activities or school groups eg Pupil Council, Eco Group.</u>
- Baseline assessments and follow –up mid / post intervention assessments of identified areas for development in lit & / or num. On-going assessment of interventions – small test of change methodology.

> **(4) Additional Early Years Support in Nursery and in P1 , P2**

Additional Early Years Support staff to help develop early literacy & numeracy skills and to provide additional HWB development and support to identified children and pupils in nursery & early years in school who might be at risk of adverse childhood experiences or experiencing poverty related disadvantage or lack of opportunity to fully develop their early language and literacy acquisition skills. Additional staffing capacity also allows teachers and key workers more focus time with identified individuals.

IMPACT MEASURES

- On entry Care plans in nursery
- TLQ initial assessments and post intervention assessments (Nursery & P1)
- on-going in-class assessments of early language skills / development eg phonics, sounds, words, reading
- number of referrals to SALT and SALT assessments / feedback reports.
- Feedback / dialogue / engagement shared with parents via teacher / nursery staff

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➢ **(5) Developmental Literacy Resources**

Strengthening of Developmental Literacy resources. Updating of school reading resources to enable all children to have new, high quality reading books at home for developmental reading. Also to replace books through attrition that have been lost, damaged or destroyed through lack of care or neglect when sent home.

IMPACT MEASURES

- All identified pupils have access to newer, high quality developmental reading resources.
- There will be an increase in motivation and interest evident through an increase in the number of PEF pupils who increase their engagement with developmental reading and reading at home with parents.
- (Homework diaries will monitor reduction in instances of uncompleted work at home and incidences of lost or damaged books.)

➢ **(6) Digital Technologies to enhance and develop literacy, numeracy & HWB**

To help improve literacy, numeracy and HWB of identified pupils through the use of digital technologies. Use of digital technologies (ipads) to improve engagement and motivation of identified pupils who may not have access to high end digital technologies platforms at home or who may not have access to high quality educational apps to help develop aspects of literacy, numeracy and HWB

IMPACT MEASURES

- Impact measured through direct feedback from apps used.
- Also a range of in class, on-going, focused and holistic assessments along with summative assessment information from PM Benchmarking, book banding, Accelerated Reader, CEM PASS feedback for HWB.

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2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?)

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

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale

1.3 Leadership of Change
o *Developing a shared vision, values and aims relevant to the school and its community*
o *Strategic planning for continuous improvement*
o *Implementing improvement and change.*
	• Vision, Values & Aims (VVA) specific to the context of the school and nursery reviewed annually by staff, Parent Council & Pupil Council.
	  o VVA sustained by school community and reviewed at Parent Council in Feb 2019,
	  o range of data used to understand school context
	• HT in collaboration with school staff, cluster colleagues, partners, pupils and parents actively fosters and cultivates a school community and environment where continuous improvement is a central theme and creativity and innovation is encouraged Collegiate Sessions, Cluster collegiate sessions, mini cluster collegiate sessions, Parent Council, Pupil Council, Eco group
	• HT provides clear strategic leadership, commitment and direction to help drive effective on-going self-evaluation leading to identification of areas for improvement Quality Report / SIP, mini cluster collegiate sessions, IS Day planning, cluster collegiate session planning
	• National Improvement Framework, Quality Report and SIP provide vehicle for planning improvement priorities, monitoring effectiveness & impact on learning & achievement. SIP evaluations based on HGIOS and HGIOELC QIs
	• The SIP is clear, evaluative, evidence based & comprehensive- identified priorities for improvement are carefully selected through consultation and are manageable
		(Drawing on challenge questions from HGIOS 4 QI 1.3)
		
		• Continue to identify improvement priorities through robust and inclusive and comprehensive self-evaluation
		
		• Focus our school and nursery improvement priorities through National Improvement Framework priorities and drivers, SW Collaborative priorities, Local Authority priorities, cluster priorities.
		
		• Use HGIOS 4, HGIOELC, National Care Standards to focus and structure the most direct and effective improvement pathways
		
		• Continue to build effective partnerships for change and develop distributed leadership at all levels –stakeholders, staff, mini cluster, cluster, SW Collaborative
		
		• Further develop approaches to monitoring and evaluating impact – Visible Learning approaches is one line of development to develop practitioner reflection and enquiry
		
		• Peer to peer monitoring and moderation, mini cluster moderation opportunities
			4
			(some elements of 5)
			
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	• Distributed leadership – distributed leadership is more embedded at all levels with almost all teaching staff taking on responsibility to lead on different aspects of: the curriculum, wider achievement opportunities and learning pathway development. All teaching staff and nursery staff are involved in implementing and sustaining positive change in line with school and nursery priorities. • Impact is clearer focus and sustained progress on identified areas, (linked to PEF) • increased staff and pupil participation and focused personal professional development, (capacity building) • Creativity and innovation amongst staff encouraged – evidenced by new initiatives proposed and developed by staff. Eg TLQ, Play based learning environments, outdoor play, CLG, Maths Recovery, range of after school clubs and activities	• Continue to develop effective use of PEF – feedback and evidence to guide decision making	
2.3 Learning, Teaching and Assessment o *Learning and engagement* o *Quality of teaching* o *Effective use of assessment* o *Planning, tracking and monitoring.*	• Pupil / child engagement in learning is high across the 4 contexts for learning throughout school & nursery. More after school clubs and activities have helped provide further scope to develop opportunities for personal achievement classroom monitoring, school events and activities, after school clubs, partner engagement eg Active Schools 'Let's Get Sporty' Significant increase in participation from around 30% to over 90% in after school clubs and activities • Learning experiences across school & nursery continue to improve with evidence of a wide range of L&T approaches in all classes –SMT monitoring, peer monitoring, Visible Learning • Visible Learning approaches are beginning to be incorporated across school with more focused teacher feedback and more peer to peer feedback featuring across all classes. (Learning conversations and target setting in lit & num fully embedded throughout school-learning conversations & parental dialogue in	*(Drawing on Challenge Questions from HGIOS 4 Q.I. 2.3)* • Continue to develop Visible Learning approaches through the mini-cluster along with Castle Kennedy & Glenluce • Further embed the use of SEEMIS Progress and Achievement module to record and track pupil progress – achievement of a level and progress within a level for literacy & numeracy • Continue to build professional skills and confidence in assessment and moderation – D&G Quality Assurance & Moderation Framework, National Improvement Hub, SW Collaborative, QAMSO support for Lit & Num, mini-cluster sharing / moderation • Introduction of Nursery and P1 Assessment & Attainment Bridge data	4 *(with elements of 5 beginning to feature)*

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nursery – Care Plans.)

- Assessment approaches are matched to learning needs and include on-going in-class & focused assessments. Strategies are now largely embedded, clear & consistent throughout school – they reflect nat. and local advice and are based on Es & Os & Benchmarks – encompass breadth, challenge, application.
- Professional development with QAMSO support around holistic assessments has helped all teaching staff to build on current practice (cluster collegiate sessions / QAMSO input / advice)
- A new pilot SEEMIS based system is now in place to track and monitor pupil and children's progress through and achievement of a level in literacy, numeracy and HWB. School systems to track and monitor progress across the curriculum are manageable and proportionate and mindful of tackling bureaucracy. A range of data is used to inform planning, next steps and any necessary identified interventions.(SEEMIS tracking & monitoring, school assessment information & proformas inc focused assessments, Pupil Learning Collections and 'Red Folders' – assessment info. (End of session tracking sheets superseded by SEEMIS tracking.)
- SNSA national assessments are now being used in P1, P4 and P7. P7 assessments have been carried out in Nov to help provide diagnostic information. P1 and P4 assessments will be used as pupils attain a level or at the end of session to provide additional diagnostic information about progress through a level in P2 and P5.
- In Nursery, new baseline and end of N4, end of N5 draft 'Assessment & Attainment Bridge' 'information capture' proformas have been created. These have yet to be incorporated at end of session 2018-19 and into session 2019-20 (feedback from key workers, nursery

- Create and implement a school / nursery assessment points overview – what / when- clear rationale and strategic choices for Nat Assessments and other assessment options

- Further staff training in use and interpretation of SNSA data

- Through 'small test of change ' methodology, continue to develop 'learning through play' approaches in P1 & P2

- In Nursery- continue to develop how new expanded nursery setting / environment is used and incorporated into responsive planning

- In Nursery, continue to develop focus of Key Worker / Early Years Assistant interactions with children linked closely to planned learning and planned focused and holistic assessment

	- staff, P1 teacher, nursery teacher used to create) - Planning for learning is in line with CfE levels and expected progression. (teachers' plans) - School planning formats are embedded throughout school and reflect national advice. They are 'High Level' and focused on Es & Os and associated benchmarks. - Planning in nursery is responsive and the majority of planned learning throughout school & nursery builds on prior learning & assessment that is on-going, focused and holistic in nature. A range of formative and summative approaches are brought together to build a picture of learning and progress. (Nursery planning wall, teachers High Level plans, in-class AfL approaches –evidence in pupils themselves –conversation and in work produced – evidence of oral and written feedback, focused assessments and holistic assessments in Pupil learning Collections and PLPs in nursery)		
3.1 Ensuring wellbeing, equality and inclusion o *Wellbeing* o *Fulfilment of statutory duties* o *Inclusion and equality*	- We have continued to actively raise the profile of HWB using wellbeing indicators in school and nursery- SHANARRI through pupil and parent engagement. Pupil Council looking at SHANARRI to share at Assemblies – work on-going Pupils in school increasingly able to talk about SHANARRI. UN Rights of the Child posters / discussion in every class. Nursery parents more familiar with SHANARRI through Care Plans and foyer displays - We interrogate data about school community / demographic to identify children and pupils at risk of not achieving due to adverse childhood experiences including poverty and we have created opportunities to actively increase inclusion & equity. (Use of PEF fund to help mitigate adversity / disadvantage.) - PEF database created – individual pupils identified through range of data	- Further work needed to embed and raise child and pupil awareness and understanding of SHANARRI wellbeing indicators throughout school and nursery. (Pupil Council / Assemblies/ Class work) - Further awareness raising and embedding of the UN Convention on the Rights of the Child –through HWB lessons, Assemblies, class focus - Child Protection / Safeguarding refresher training – annual –all staff - Develop knowledge, understanding and use of a range of data to understand school / nursery context to close the poverty related attainment gap. – PEF –effective deployment of resources	4

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• Database used by PTs to allocate places for afterschool clubs and activities based on appropriate support and need.	• Raise staff awareness of Adverse Childhood Experiences – impact on learning & achievement and strategies / approaches for mitigation – neglect Toolkit – raise staff awareness
• Class teachers / ASLT / LAs supporting specific individuals as part of groups – based on individual need in Lit , Num, HWB, SHANARRI	• Continue to develop a culture and ethos of inclusion and equality – embed in planned learning, wider experiences and resource procurement and provision
• We have further extended partnership working across school community, partner agencies, mini cluster and cluster.	
• Mini cluster has been successful in building strong professional links between Rephad, Castle Kennedy and Glenluce. (shared Visible Learning / learning walks, moderation)	
• Close working relationships with partner agencies – ELFSO, Opp for All, Ed Psych, CAMHS, SALT, Social Work, Ed Visitors, Health Visitors, School Nurse, Stranraer Academy (transition and sharing of practice- science, maths)	
• We have actively sought feedback from partners about quality of engagement and communication with school and nursery.	
• Feedback / suggestion box in nursery	
• Parent / pupil feedback from reports	
• Parent Council input and feedback on Quality Report and SIP priorities	
• HT focus groups – parental discussions about school priorities	
• Partner agency survey / suggestion opportunity for feedback	
• We are beginning to make initial links across authorities through SW Collaborative	
• HT attended SW Collaborative seminar in Ayr in March 2019 – closing the gap focus – numeracy, use of PEF	

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			4
3.2 Raising attainment and achievement o *Attainment in literacy and numeracy* o *Attainment over time* o *Overall quality of learners' achievement* o *Equity for all learners* **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*	***Attainment in lit & num + attainment over time, learners' achievements, equity*** • SMT & staff use a range of assessment and attainment information and data from on-going formative and summative assessment, periodic / focused assessment and summative information to scrutinize attainment and achievement throughout school & nursery. • SNSA, SIMD, FME, Acc reader – Star tests, PM Benchmarking, SAMSON, Focused Assessments, Holistic Assessments, IEPs, formative assessment, Nursery / P1 Assessment Bridge data, PLPs, Pupil learning Collections, Pupil Targets in Lit & Num. • Attainment meetings – teachers/ ASLT/ LAs, with HT / DHT and staff peer to peer • We have identified and focused on key areas for targeted improvement / interventions to address areas where attainment is weaker or inconsistent • Focus on – reading P2, writing P4 & 5, general maths across all stages – SAMSON is improving mental maths skills- evidence - timed challenge sheets, more consistent mental maths skills across school- teachers see this being applied more confidently in classes and different contexts. • Attainment in Literacy & Numeracy is gradually improving over time • More confident mental maths skills, increase in % pupils on track for reading at all stages- early intervention through CLG, SRS, Acc Reading. Increase of over 30% in P5 cohort attaining 1st level writing before end Dec 2018, increase in % of P4 pupils on track for writing.	• Continue to use a range of assessment information and data to monitor attainment and attainment over time with literacy & numeracy focus – focused assessments, holistic assessments, Achievement of & Progress though levels via SEEMIS. • Benchmarking Toolkit- introduce and raise staff awareness • Further embed Maths Recovery approaches to help raise attainment in general Maths across school. • Through PEF planning, ensure that all pupils experience equity of opportunity and focus support as necessary to help achieve this. • Develop staff skills in interpreting and using SNSA data diagnostically and as part of triangulation of evidence to support robust teacher judgements about achievement and progress.	

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Progress in communication, early lang. + num
Quality of achievement and equity in nursery

We have developed baseline and milestone assessment / data proformas in nursery on entry, end of N4 , end of N5 and end of P1
- Nursery / P1 Assessment Bridge data, PLPs

- We have continued to develop on-going assessment in nursery to identify monitor and address early speech, language acquisition & communication difficulties.

- We continue to provide opportunities to work with parents through Words Together / Story & Rhyme Time sessions in nursery and Stay and Play sessions.

- We have further embeded early numeracy experiences & skills in nursery. Planning

- We are continuing to build a culture and awareness of all wellbeing indicators through SHANARRI in nursery and throughout school. Pupil Council in school

- From session 2019-20 fully implement Assessment & Attainment Bridge information gathering and information sharing between Nursery 4 & 5 and between Nursery 5 & P1 and between P1 and P2

- Continue to identify and support early literacy / numeracy skills and acquisition in Nursery.

- Use PEF to support Early Intervention opportunities and strategies to develop early literacy & numeracy skills and experiences in Nursery – mitigate against poverty and adverse childhood experiences.

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2.2 Curriculum: Theme 3 Learning Pathways	- SAMSON Maths – mental maths strategic intervention- further embeded throughout school. Impact and evidence in all classes shows continued improvements and greater consistency, confidence and retention of ideas / skills and mental maths strategies around the 4 processes. (Evidence - on-going, day to day assessments – application of skills in different contexts – focused assessments / IDL) - Review of phonics / spelling learning pathways- collegiate / professional dialogue – improved learning pathways through school - Updated learning pathways, training and resources across Technologies – linked to Es & Os / Benchmarks – resources, teaching approaches / activities incorporated for early, first, second levels. - Staff training in Green Screen, Lego We Do, BBC Microbit, Improved focus on digital literacy – 10 ipads ordered and another 10 through PEF –all pupils have more and regular access to ICT – ICT more embedded throughout learning across curriculum. Completed Digital Schools Award self-evaluation –identified areas for development	- Continue to evaluate impact of SAMSON Maths on mental maths skills of pupils – range of evidence – attainment / achievement - Further training for staff in Technologies – collegiate sessions and RAISE team / STEM links - Review of learning pathways in Expressive Arts – Music and Art focus – stand-alone programmes and progression through IDL links and agreed school learning contexts - Maths – updated Cluster programmes and Maths Recovery strategies 1+2 Languages – continue to embed French at all stages and begin to introduce L3 (Spanish) in P5-7	4
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	- School & Nursery continue to actively engage in improving parental involvement & engagement in learning. – Nursery New Starts Evening, Nursery Care Plans, Stay & Play, Rhyme Time, Story Time and Nursery Home-Link sheets. In school – curriculum afternoons, Nov. target setting Parents' Evening, - learning conversations, P1 New Starts Evening, New reporting via SEEMIS – achievement of a level / progress within a level. IEP parental consultations. Child's Plans - Some increased parental involvement in self-evaluation and creation / review of Vision, Values and Aims (VVA) and SIP – parental suggestion box in nursery, SIP parent focus groups with HT, SIP regular feature on Parent Council Agenda. Feedback questionnaire after Stay & Play sessions in nursery.	- Continue to seek ways to develop and increase parental involvement and engagement / participation partnership working in learning - Continue to build strong links through Parent Council	4

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3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.			
		How are you using pupil equity funding to improve outcomes for learners?	
Improvement Area	**Outcomes for Learners / School Community**	**Key Tasks** **(PEF targeted area indicated by red *)**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1: **Learning, Teaching & Assessment / Raising Attainment & Achievement** **NIF Priority** **improvement in attainment, particularly in literacy and numeracy** **Closing the attainment gap between the most and least disadvantaged children** **NIF Driver** **Teacher Professionalism** **Assessment of children's progress** **HGIOS? 4 / HGIOELC? Qis** **1.2,2.3,3.2**	• Further building of professional skills and capacity of teaching staff – positive impact on learning across school with an increase in expertise in the most effective learning & teaching approaches across all teaching staff. • Increased teacher confidence and robustness in determining progress through and achievement of a level – lit / num focus • Increased ability of staff /partners to identify and make timely interventions to improve attainment and reduce poverty related attainment gap • Further improved levels of attainment in lit. /num. across school • Identification and engagement in strategies and interventions to increase child & pupil equity of opportunity to mitigate disadvantage or adverse childhood experiences • Increased pupil ownership and participation in their own learning and more meaningful personalisation &	• 　Extend work with mini cluster to further develop Visible Learning approaches & moderation Develop moderation practices across mini cluster with clear focus areas of – *(a) Visible Learning approaches and high impact aspects like feedback and teacher / pupil interaction & engagement *(b) Maths & Numeracy – effectiveness of approaches like Maths Recovery across mini cluster *(c) Holistic assessment – in cooperation with QAMSOs / Ed Scotland / SW Collaborative – look at moderation of holistic assessment practices to demonstrate progress and achievement of a level in lit. & num. • 　*Closing the gap – build on current approaches and interventions –use range of evidence to target PEF effectively –combination of maintenance & fresh innovation – see PEF Action sheets for details.	• 　Teaching staff collegiate sessions coordinated with partners from mini-cluster – Glenluce & Castle Kennedy Partnership. -35 hr agreement hrs. (To June 2020) • 　SMT to plan and deliver collegiate sessions – all teaching staff to participate in information sharing / moderation activities (to June 2020) • 　In school peer to peer monitoring & moderation opportunities –also across mini-cluster –throughout session 2019-20 　QAMSO / SW Collaborative support in further developing holistic assessments in lit. / num. and moderation of these • 　PEF appointed PT's to continue and where necessary expand provision around 'closing the gap' initiatives across SIP priorities. Continuation of PEF non-teaching

	choice within planned learning • **Nursery** – clear baseline established for early literacy / numeracy / PSD – link to Care Plans, partner and parent involvement eg TLQ, SALT, Ed Visitor, Health Visitor	staff roles and remits to help 'close the gap.'
	• **Nursery** – *roll out and initiate baseline and progress information through 'assessment bridge' information gathering on entry to N4, end N4 end N5, end P1. – information sharing / transition between N4 and N5, N5 – P1 and P1 – P2 : Link with Care Plans, SALT, Ed Visitors as appropriate. • **Nursery** – Aug 19 – new Nursery building opens – move to 1140 hrs provision – maximize & best use of extended nursery rooms, areas & spaces with appropriate deployment of staff to provide best learning environments and experiences. Focus areas to include – (1) snack / meal times and associated logistics - linked to good social / learning experience for children (2) outdoor play / learning environments (3) effective use of indoor spaces (4) effective deployment of staff (5) logistics / safety on entry / pick up arrangements in new nursery space.	• HT / Nursery Teacher / P1 and P2 staff to look together at implementation of assessment bridge info. –logistica and information sharing at transitions. (share with partners as appropriate) From Aug 2019. • HT / Nursery Teacher/ Nursery staff / Clerical staff to work together to formulate arrangements / procedures/ logistics for new nursery building and 1140 hrs provision. (May / June 2019) • Nursery staff with HT to look at the 5 focus areas together – Nursery Staff meetings / collegiate sessions (May / June 2019 and from Aug 2019)

School Priority 2: **The Curriculum & Learning Pathways (inc. creativity & employability)** **NIF Priority** **improvement in attainment, particularly in literacy and numeracy** **Improvement in children and young people's health and wellbeing** **Improvement in employability skills and sustained, positive school leaver destinations for all young people** **NIF Driver** **School Improvement** *Teacher Professionalism* *Parental Engagement* **HGIOS? 4 / HGIOELC? QIs:** **2.2, 3.1, 3.2, 3.3**	• Further implementation of Digital Technologies Strategy throughout school and nursery. • Digital Schools Award by June 2020 • Increased embedding / use of hardware / software resources to enhance Digital Technologies & Digital Learning integration across the curriculum throughout school and nursery (ipads) • Professional development and training of staff in aspects of Technologies curriculum and aspects of Expressive Arts – Art / Music. • Improved learning pathways in aspects of Expressive Arts – Art , Music • Improved pathways in Maths / Numeracy (through integration of updated cluster Maths planners)	• Re-visit school Digital Technologies Strategy – update and continue implementation – link with Digital Schools self-evaluation and Digital Schools Award. • Training for staff in use of ipads / software to enhance digital learning experiences of all pupils - * including use for closing the gap in lit / num. for targeted individuals (10 extra ipads purchased through PEF) • Review learning pathways in some aspects of Expressive Arts – Art & Music – include as part of IDL (inclusion in Roadmaps) and stand-alone aspects. – include any specialist / partner input and digital resources eg Charanga for music (SMT focus / monitor in planning) • Further collegiately explore the newest version of cluster maths planners / learning pathways. Decide on strategy to take forward. - *Further embed Maths Recovery approaches across school and resource this as necessary – training for all teaching staff and introduction of Maths Recovery to LAs. – *PEF focus for identified individuals also	• Teaching staff to revisit digital technologies strategy –collegiate session discussion with HT to update and take forward –link to Digital Schools Award and self-evaluation • Raise Team and peer expertise to deliver training to staff in effective use of ipads – apps to develop lit / num / HWB - Sept 2019 • Collegiate sessions / Staff groups to look at learning pathways in Art & Music – then share with whole staff. –update roadmaps to include aspects of Art & Music where appropriate and identify pathway via stand-alone lessons / learning pathways. – incorporate the work / input of partners eg Feis Ros • Collegiate sessions to look at latest version of cluster Maths planners. Decide on how / when to proceed with incorporating into planning / learning pathways. • Ensure all teaching staff trained either directly or via peers in Maths Recovery strategies and approaches – (linked to cluster plan possibly) • Trained teaching staff to introduce LAs to Maths Recovery approaches (LA collegiate session)

| School Priority 3:

Partnership working, wellbeing, equity & inclusion

NIF Priority

Improvements in young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Parental engagement

School Improvement

HGIOS? 4 / HGIOELC? QIs:

3.1, 2.4, 2.5, 2.7 | • Extended partnership working with partner agencies, parents, school community, local community

• Increased awareness across school & nursery community of SHANARRI wellbeing indicators and UN Rights of the Child –build into school culture

• Increased opportunities to improve HWB (inc mental health) of children, pupils and families through shared strategies and initiatives to promote healthy lifestyles and life choices. (children, pupils, parents, partners, staff, local community)

• Increased pastoral support to improve equity and reduce barriers to learning and mitigate disadvantage

• Further close the attainment gap between the most and least disadvantaged children and pupils through providing early intervention and a range of appropriate and targeted support mechanisms working with partners and colleagues from a range of agencies and support groups | •
Further embedding of wellbeing indicators SHANARRI throughout school & nursery. - Further development of age appropriate awareness of the UN convention on the rights of the child throughout school and nursery and into all aspects of school / nursery community and life

•
*Work with partners in CAMHS to develop and provide access for parents to initial mental health discussions with NHS staff. – access for parents to consultation sessions with CAMHS worker in school.

•
*Use of Pupil Equity Fund to identify and implement strategies / approaches / opportunities to develop health, well-being (inc mental health), equity of opportunity and inclusion with a focus on identified individuals

•
Further develop strong partnership working with partner agencies – Ed Psych, (teacher anonymised consultations) CAMHS (as above) **Nursery** - SALT, HV, EV – further build strong Nursery links / develop information sharing. | •
Whole staff refresher session on SHANARRI wellbeing indicators and UN Rights of the Child (IS Day Aug) – Pupil Council and linked member of staff to lead on sharing SHANARRI age appropriately throughout school – Assembly sessions – class involvement – each class to incorporate SHANARRI / Un Rights into HWB planning throughout session for best fit

•
HT to work with Margaret Baillie from CAMHS to organise and arrange consultation sessions for parents – teaching staff / SMT to work together to identify and select parents of pupils to participate in discussions based on need / early intervention – termly sessions of 3 30 min slots. Start May 2019 and continue termly through session 2019-20

•
PEF funded part time PTs to continue work on providing opportunities for HWB, inclusion and equity of opportunity – work with partners as appropriate throughout session 2019-20

•
PEF funded part time PT in **Nursery** (Nursery teacher) to work with partner agencies to develop strong links and information sharing to meet needs of children – throughout session 2019-20 |

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