

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

**School** Sheuchan Primary

**Date:** May 2019

## 1. Vision, Values and Aims

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

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

### School Statement

#### Vision

- Cared for by others
- Included in all aspects of school life
- Inspired to aim high and achieve our dreams
- Empowered to succeed

#### Values

- Respect for others
- Tolerance towards others
- Honesty at all times
- Friendship to everyone

#### Aims

- Provide a learning environment in which staff and pupils feel safe, happy, respected and valued.
- Deliver inspirational learning experiences, where no learner is left behind, and with support and challenge develops independence and responsible citizenship.
- Encourage an enquiring mind and enable pupils to reach their full potential.
- Celebrates achievements, encourages creativity and develops a positive attitude to life.
- Provide opportunity for lifelong learning, ensuring that all pupils are equipped with necessary skills, qualities and attitudes to live life to the full in the 21<sup>st</sup> century.
- Work in partnership with parents, pupils, local community and outside agencies to meet the needs of all.

**Review Date: August 2019**

**Review Activities (as appropriate) Currently we are developing Growth Mindset and Learning Dispositions across the school which in turn is having an impact on our Vision, Values and Aims. As a school we are working together to create a child friendlier version which can be seen being “lived” throughout all aspects of school life. This new version is being created through dialogue with pupils and parents**

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 2. School Improvement Progress Report

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

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

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1</b> Raising attainment through high quality learning and teaching.</p> <p><b>NIF Priority</b> Improvement in attainment particularly in numeracy and literacy.</p> <p><b>NIF Driver</b> Teacher Professionalism</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 2.3 - Learning, Teaching and Assessment</p>	<ul style="list-style-type: none"> <li>All school staff are participating in Visible Learning training and are now aware of the importance of growth mindset/ learning dispositions on pupil attainment and achievement.</li> <li>Recent observations show that most staff now are using this knowledge to encourage children to think about the learning dispositions used or needed to succeed across learning situations. Some are doing this effectively.</li> <li>Most teachers give thought to the range of learning activities on offer and provide challenging tasks which allows pupils to further develop their learning dispositions.</li> <li>Most pupils particularly in the middle / upper stages are able to talk about what they their learning rather than describe a task.</li> <li>Many children were unsure as to how they would know if they had learned something new.</li> <li>Regular tracking and monitoring dialogue with SMT has ensured that the majority of pupils are on track to achieve the targets set.</li> <li>All teachers analyse their data to focus on individual pupil improvements however some job-share teachers need to analyse data together and not split up the curriculum.</li> <li>At the end of a level data is being used to limit pupil achievement of a level as expectations are too high</li> <li>Not all teachers use previous standardized assessemnts</li> </ul>	<p>Through Visible Learning develop further: Feedback currently focuses on effort/ presentation, effort or results - only in writing is their evidence of some feedback for improvement LI / SC - they are being shared but not all children are aware of them and not all teachers refer back to them</p> <p>Effective Play based learning needs to be researched and developed within the infant classrooms Outdoor learning - better use needs to be made of the outdoors as a relevant and meaningful learning opportunity. This needs to be embedded into the school curriculum Holistic assessment- as an assessment tool to effectively measure pupil attainment and</p>

	<p>effectively to inform pupil learning needs</p> <ul style="list-style-type: none"> <li>• Pupil voice has improved through the re-introduction of councils and most pupils feel that they have a say in some aspects of school life.</li> <li>• Some staff have attended Math's Recovery CPD and D&amp;G Developing Number Knowledge and are beginning to use these approaches with less able children and seeing progress being made.</li> <li>• Some pupils in the middle and upper are becoming more proficient at breaking down word problems and identifying what strategies they need to use but this is not done consistently across the school</li> <li>• Majority of children feel that their teacher cares for them and meets their holistic needs</li> </ul>	<p>achievement. Further develop teachers understanding of Developing Number Knowledge and introduce it as the school numeracy planner. Continue to develop pupil's ability to tackle math's word problems.</p>
<p><b>School Priority 2</b> Raising attainment through working collaboratively with parents. <b>NIF Priority</b> Closing the attainment gap</p> <p><b>NIF Driver</b> Parental Engagement</p> <p><b>HG1OS?4 / HG1OELC Qis</b> 2.5 - Family Learning Engaging families in learning Quality of family learning programmes</p>	<ul style="list-style-type: none"> <li>• Teachers have a good understanding of the range of barriers to learning, how these can impact children both socially, emotionally or academically and nearly all address these effectively using a range of approaches.</li> <li>• All teachers make themselves available to parents and have worked hard to establish relationships with them and many have formed very positive and effective working relationships.</li> <li>• All parents welcomed the changed Learning Conversation Evenings and felt that they had a much clearer understanding of teacher expectations regarding their child's progress for the year.</li> <li>• All parents welcomed the new target sheet, they appreciated the information regarding their child's progress but felt that the target sheet created was not 100% effective due to teacher inconsistencies and too much information.</li> <li>• The majority of parents in the lower stages of the school welcomed and attended the curricular information evening and felt that they were more able to support their child</li> <li>• Nearly all parents make good use of the newsletter, school app and Facebook page and are aware of what is happening in the school</li> </ul>	<p>Improve family learning through making stronger links with outside agencies to work with parents on home-life circumstances which can affect their child's learning</p> <p>Create a short life parent working party to finalise contents of Sheuchan blog</p>

<p><b>School Priority 3</b> Pupils are more able to lead their own learning</p> <p><b>NIF Priority</b> Improvement in employability skills.</p> <p><b>NIF Driver</b> Assessment of Children's progress</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 1.2 Leadership of Learning</p>	<ul style="list-style-type: none"> <li>• All pupils within the middle and upper stages are able to say where they are in their learning journey when using their rubrics to assess their progress.</li> <li>• Nearly all pupils in the Nursery and Infant classes can talk about what they are learning and say how improvements can be made</li> <li>• Student council meets regularly with the HT to discuss school issues which feed into school improvements.</li> <li>• Pupils have led the development of learning characters to embed learning dispositions into daily learning.</li> <li>• Through development of learning dispositions most pupils particularly within the middle and upper can take more responsibility for managing their learning.</li> <li>• Eco school council have worked very hard and achieved their 5th green flag for the school.</li> <li>• P6 pupils have worked on Lets Get Sporty which has helped them to develop leadership qualities and aid in the transition of Nursery into P1</li> </ul>	<ul style="list-style-type: none"> <li>• Extend pupils ability to lead their learning through developing employability skills.</li> <li>• Work with outside agencies to offer a wide range of 'wider achievement' opportunities which will widen children's interests and aspirations.</li> <li>• Develop children's understanding of the 'learning pit' and develop an understanding as to how they can get themselves out of the pit.</li> <li>• Create a math's tracker which allows children to see where they are and what they need to do next.</li> </ul>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><b><u>Raising attainment in literacy and / or numeracy through targeted 1-1</u></b> PEF intervention- daily input from PEF assistant on targeted PEF pupils</p> <p><b>Reading:</b> At the beginning of the academic year 59% of targeted PEF pupils in P2 - P7 were working on a reading book band level which matched norm expectations. Now 70% are working on a reading book band level which match the norm expectations. (Measurement - PM Benchmarks/ CFE Benchmarks) P1 - 100% will be working on the appropriate reading band level level for the end of P1</p> <p><b>Writing:</b> At the beginning of the academic year 33% of targeted PEF pupils in P2 - P7 were working on a writing level that matched school expectations. Now 51% are working on the appropriate national writing level and are on target to achieve writing CFE level at appropriate stage in the future. (Measurement -School Rubrics/CFE Benchmarks)</p> <p><b>Spelling:</b> At the beginning of the academic year 25% of targeted PEF pupils in P2 - P7 were working on a spelling level that matched school expectations. Now 59% are working on the appropriate spelling level for their age and stage and using it across the curriculum. (School spelling programme / Highland literacy)</p>	

**Numeracy facts:**

At the beginning of the academic year 25 % of targeted PEF pupils in P2 - P7 were working on Mental Maths facts that matched school expectations. Now 40 % are working on the appropriate Mental Maths facts for their age and stage. (Big Math's Beat That's programme)

**Evaluation of tracking progress**

All class teachers have kept daily/weekly recording sheets which detail progress in reading/spelling and numeracy. When progress has not been made new strategies have been introduced.

Class teachers have worked with targeted groups during writing sessions and progress noted. End of block assessment have been analysed and new targets set individually for them.

**Improving Learning and Teaching - changing mindsets / pupil engagement in learning**

All members of staff have participated in Visible learning. Action plan for 3 years established to ensure improvements happy. In depth evaluation of pupil engagement in school life and learning was undertaken and data analysed. This data showed that all pupils across the school had no understanding of the skills or attitudes required to be a successful learner. PEF pupils in particular were asked the following question prior to the development: What makes a Good Learner? All of them said that a good learner was someone who listened, behaved, followed rules, didn't interrupt, sat quietly. Following extensive work in class on growth mindset and learning dispositions all PEF children were asked the same question and also asked to clarify when they had been a good learner. 100% could describe what made a good learner and all pupils in the middle and upper classes could talk about the dispositions they have used to achieve.

**Developing Parental Engagement to Support Learning - enhancing parent confidence**

Use of "blether" stations at Parents Evenings has increased 'Parent Voice' as the majority of parents who attended Learning Conversations took part in discussion and added comments to the comment boards. Majority of parents valued the information display boards which highlighted how they could help their child.

46% PEF parental attendance at the infant and middle school information evenings held in the autumn term.

40% PEF parental attendance at "Meet the Teacher" across the whole school

92% PEF parents make use of the school app for information.

School blog has been created with parental input and will be piloted with a small group which includes PEF parents over the next few weeks of term before launching in August

Family Learning blocks did not happen due to staffing issues.

**Developing Personal Qualities and Attitudes - Leadership**

All pupils in P6 took part in 'Lets Get Sporty' which aimed to develop play leadership skills

Due to constant staffing illness throughout the spring term the HI5 awards were not able to be run.

**Removing Barriers to learning**

Too great a focus has been placed on raising attainment through 1-1 support and more emphasis needs to be given to removing the barriers which are caused through ACES as well as poverty related gap. Some children in the upper stages need skills for life learning and work to help them overcome barriers as they struggle academically, some children need their horizons widened to help them break through set family values and aim high, whilst others need targeted help to overcome circumstances in their past.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <ul style="list-style-type: none"> <li>All staff have a very good understanding of the social and economic makeup of the school and this knowledge has been used to underpin the school vision and values.</li> <li>The vision is ambitious and aims to ensure that every child achieves.</li> <li>As a school and as individuals, strategies are used which promote the vision and values of the school throughout the school.</li> <li>All members of the school community model the school values and work towards achieving the vision.</li> </ul> <p><b>Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>SMT engage in effective professional dialogue all members of staff are encouraged to take on leadership roles which enhance school improvements.</li> <li>PRD's are linked to the school SIP and all teachers are committed to career long professional learning</li> </ul>	<p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <ul style="list-style-type: none"> <li>Current Vision, Values and Aims needs to be translated into "easy" speak to make it easier for children to refer to.</li> <li>Meaningful engagement with parents regarding the vision and Values of the school needs to be developed further. Involvement of the Parent Council could be stronger in this area. More effective processes used to encourage parental/community participation in the review of Vision/Values need to be developed.</li> </ul> <p><b>Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>Individuals CPD would have a greater impact on school improvements if collegiate time was used to allow the sharing of new knowledge /understanding.</li> <li>The development of peer shadowing would allow teachers to learn more effectively from others and create more effective 'critical' friend dialogue.</li> </ul>	<p>4</p>

	<p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>• All developments/ improvements are identified as a means to ensure that the vision is achieved.</li> <li>• The majority of teachers have a very good understanding of the strengths and weaknesses of the school and can identify areas for improvement based on sound evidence and data.</li> <li>• All staff are committed to moving the school forward and most are keen to take ownership and drive forward improvements.</li> <li>• SMT control the pace of change and allow time for new methodology pedagogy to be embedded.</li> <li>• Pupils views are sought through pupil councils regarding many aspects of the school life. This is fed into the whole school improvement data and used to influence change.</li> <li>• Some use has been made of How Good Is Our School with pupils in the student council.</li> </ul>	<p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>• Widen the range of data gathered from pupils regarding school strengths/ weaknesses to include aspects of learning and teaching dictated by them..</li> </ul>	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b>Learning and Engagement</b></p> <ul style="list-style-type: none"> <li>• Pupil surveys have shown that all pupils feel that their teacher knows them and they feel safe and happy at school. Most felt that their learning was pitched at the right level.</li> <li>• Digital technologies are used to good effect in some classes, particularly in the Nursery, middle and upper classes</li> <li>• In nearly all classes pupils have some choice over their learning through IDL.</li> <li>• There are a wide range of strategies used to allow all pupils the opportunity to</li> </ul>	<p><b>Learning and Engagement</b></p> <ul style="list-style-type: none"> <li>• Dialogue and observation show that not all children are being adequately challenged in all areas of the curriculum.</li> <li>• Digital technologies need to be developed further in the infant end of the school</li> <li>• Further pupil choice regarding their learning could be developed to promote challenge.</li> <li>• The opportunity for pupils to lead their learning is not consistent across the school.</li> <li>• Learners achievements out of school are</li> </ul>	<p>3</p>

	<p>contribute to the life of the school</p> <ul style="list-style-type: none"> <li>Learners achievements both within and out of school are celebrated</li> </ul> <p><b>Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>Within the context of literacy most pupils have a good understanding of where they are in their learning and what they need to do to improve.</li> <li>In most classes pupils are encouraged to give feedback to their peers using their literacy rubrics.</li> <li>Teacher questioning is becoming more skilled and some pupils in all areas of the school are developing effective higher order thinking skills.</li> </ul> <p><b>Effective Use of Assessment</b></p> <ul style="list-style-type: none"> <li>Planning has been reviewed and altered to ensure that there is clear evidence of what is to be taught and how it is to be assessed.</li> <li>In all classes planning is based on robust assessments - observations, dialogue, evidence on completion of tasks - and alterations made when required.</li> <li>Moderation is undertaken within some curricular areas and across all stages</li> </ul> <p><b>Planning, tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>Teachers meet with the SMT on a regular basis to discuss pupil progress.</li> <li>Data targets are set in June for the next academic year to ensure that there is no</li> </ul>	<p>not tracked or formally recorded</p> <p><b>Quality of Teaching</b></p> <p>Observation and pupil feedback through visible Learning shows that (outwith literacy):</p> <ul style="list-style-type: none"> <li>feedback is not always meaningful and is not having much impact on pupil progress.</li> <li>Effective LI/SC are not being used consistently across the school</li> <li>many children are unaware of what they are learning and how they will know if they have succeeded.</li> </ul> <p><b>Effective Use of Assessment</b></p> <ul style="list-style-type: none"> <li>INCAS / SNSA assessments are not shared with pupils so many pupils are not aware of how they are doing or what they need to focus on next to achieve.</li> <li>Moderation needs to extended to include numeracy and also with regard to holistic assessments.</li> <li>Moderation of forward plans/tracking needs to be developed to ensure that appropriate depth/challenge and pace is being achieved.</li> <li>Assessments need to be shared with children to allow them to be aware of their development needs and strengths.</li> </ul> <p><b>Planning, tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>Target sheets contained too much information and need to be reviewed to make more manageable and understandable.</li> </ul>	
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	<p>slippage.</p> <ul style="list-style-type: none"> <li>Tracking has been created for all curricular areas and is monitored by SMT</li> <li>Parents and pupils are involved in the setting of learning targets at the beginning of the school year and are updated throughout the school year through target sheet updates</li> </ul>	<ul style="list-style-type: none"> <li>Strategies/approaches need to be developed which ensures that the pupils constantly refer back to their targets.</li> </ul>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li><i>Wellbeing</i></li> <li><i>Fulfilment of statutory duties</i></li> <li><i>Inclusion and equality</i></li> </ul>	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Good use of GIRFEC allows us to ensure that the needs of children are being addressed.</li> <li>The school has a very inclusive ethos and culture where most feel they are valued and have a voice which will be listened to.</li> <li>Most teachers have very positive relationships with the children not only in their class but across the school.</li> </ul> <p><b>Fulfillment of statutory duties</b></p> <ul style="list-style-type: none"> <li>The school works closely with partner agencies to ensure that individual children's needs are being met through effective child plans. Pupils are involved in the setting of plans and feel that they have a voice.</li> <li>Pastoral information is shared by HT with CT to allow any barriers to learning be addressed and reduced/removed.</li> <li>All staff undertake appropriate child protection training</li> </ul>	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Improve staff understanding of The United Nations Conventions on the Rights of the Child as part of our Vision Values and Aims review and the impact that this has school life.</li> <li>Healthy living - looking beyond physical health to develop emotional health and food and nutrition</li> <li>Explore the benefits of outdoor learning on mental health</li> <li>Further develop whole school understanding of ACES / attachment theory and the impact that this can have on children and their learning.</li> </ul>	<p>4</p>

	<p><b>Inclusion and equality</b></p> <ul style="list-style-type: none"> <li>• The school strives to make parents/families feel valued and create opportunities for parent/family participation both socially and academically.</li> <li>• Parents evenings are well received and a high percentage of parents attend. CT's contact parents personally who have not attended.</li> <li>• The school promotes a climate where all pupils and stakeholders feel welcomed, safe and respected.</li> <li>• School staff promote tolerance and equity for all and most children demonstrate this quality both in and out of school..</li> <li>• As a school we are consciously developing strategies to close the gap and ensure that all pupils can access the whole curriculum.</li> <li>• . The school has created an environment and culture where all pupils feel that they have a voice and that they will be 'listened to' if they have any concerns.</li> </ul>	<p><b>Inclusion and equality</b></p> <ul style="list-style-type: none"> <li>• Develop and implement strategies which allow us to engage the hard to reach parents and empower them to participate in their child's learning.</li> </ul>	
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p><b>Attainment in literacy and numeracy</b>          Achievement of a level          Early (P1) 88% Reading 76% Writing 80% L&amp;T 84% Numeracy          First (P4) 83% Reading 83% Writing 79% L&amp;T 75% Numeracy          Second (P7) 86% Reading 90% Writing 86% L&amp;T 86% Numeracy</p> <ul style="list-style-type: none"> <li>• Clear targets set at the end of one school</li> </ul>	<p><b>Attainment in literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>• Clear learning pathway for all areas of numeracy and math's needs to be developed.</li> <li>• Not all teachers use previous set targets and at times slowdown pupil pace as they feel that they are not secure or they don't have the physical evidence</li> <li>• Further develop teachers understanding of holistic assessments and introduce into</li> </ul>	<p>4</p>

<p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>year for the next school has seen an improvement in pupil attainment in both literacy and numeracy. All pupils have made progress and many have exceeded expectation.</p> <ul style="list-style-type: none"> <li>• Attainment levels in literacy and numeracy are a central priority for the school and are constantly discussed.</li> <li>• All pupils can talk about literacy and numeracy in real life contexts.</li> <li>• Some teachers are assessing literacy and numeracy in a holistic manner</li> </ul> <p><b>Attainment over time</b></p> <ul style="list-style-type: none"> <li>• Tracking meetings and professional dialogue between teachers has improved teacher's judgments and has helped to identify gaps</li> <li>• School has a very robust tracking and monitoring system and has been adapted to include all areas of the curriculum.</li> <li>• <b>Overall quality of learner's achievements</b></li> <li>• Tracking and assessment encompasses both knowledge and skill application which gives a clearer understanding of pupil learning.</li> <li>• Within literacy pupils take responsibility for planning their learning and can talk about their progress</li> </ul> <p><b>Equity for all learners</b></p> <ul style="list-style-type: none"> <li>• P7 pupils have an in school accreditation award that they all work towards</li> <li>• All pupils achievements out of school are</li> </ul>	<p>planning/assessment</p> <p><b>Attainment over time</b></p> <ul style="list-style-type: none"> <li>• Further dialogue and a raised understanding regarding the achievement of a level is needed. Use of benchmarks to aid judgement</li> </ul> <p><b>Overall quality of learner's achievements</b></p> <ul style="list-style-type: none"> <li>• Pupils need to be able to lead their learning in numeracy and other curricular areas. They need to have an awareness of where they are and where they need to get to</li> <li>• Some pupils have a limited understanding of the skills and attributes they are developing and these need to be discussed more often with them.</li> <li>• Outdoor learning needs to become embedded into practice as it can be sporadic.</li> </ul> <p><b>Equity for all learners</b></p> <ul style="list-style-type: none"> <li>• Formal accreditation awards need to be identified and developed throughout the school.</li> <li>• After school clubs need to be developed further to include more than sports</li> <li>• Review behaviour policy in line with education Scotland document compassionate and connected classroom</li> </ul>	
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	<p>celebrated</p> <ul style="list-style-type: none"> <li>• A range of award systems are in place which celebrate citizenship, learning dispositions, achievements.</li> <li>• Attendance/lateness is monitored monthly by the HT and parents contacted</li> <li>• PEF has been used well to ensure that both the academic and social/emotional needs of the child have been met.</li> </ul> <p><b>Nursery</b>  <b>Progress in communication, early language, mathematics, health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Experienced nursery team use high quality approaches to ensure that they develop the children's social, emotional and thinking skills.</li> <li>• TLQ is used to good effect to develop children's early language skills and specific children are targeted where necessary.</li> <li>• Nursery team direct parents to outside agencies where specific support is need.</li> <li>• All activities are aimed at developing a wide range social, language and thinking skills and are flexible enough to allow children to lead their learning with some adult input where necessary.</li> </ul> <p><b>Children's progress over time</b></p> <ul style="list-style-type: none"> <li>• PLP's show that all children are making good progress against the CFE benchmarks and the developmental milestones.</li> <li>• Children are displaying good thinking skills when approaching activities and are keen to try out new ideas</li> <li>• All activities within the Nursery are well planned and aim to develop appropriate skills for all children.</li> </ul>	<p><b>Nursery</b>  <b>Progress in communication, early language, mathematics, health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Involve children in evaluating and celebrating their progress</li> </ul> <p><b>Children's progress over time</b></p> <ul style="list-style-type: none"> <li>• Differentiation which supports challenge for more able children</li> <li>• Use whole school tracking documents to monitor progress over the 2 years at nursery.</li> </ul> <p><b>Overall quality of children's achievements</b></p> <ul style="list-style-type: none"> <li>• Increase children's choice and autonomy over their learning and achievement by reducing the amount of adult input particularly with regard to choice of</li> </ul>	
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	<ul style="list-style-type: none"> <li>Children's interests are built upon and widened throughout the range of nursery settings and through technology</li> </ul> <p><b>Overall quality of children's achievements</b></p> <ul style="list-style-type: none"> <li>Talk4Writing has increased all children's ability to retell a story and to be able to make adaptations to create stories of their own.</li> <li>All activities within the Nursery are well planned and aim to develop appropriate skills for all children.</li> <li>Differentiation of activities is taken in to account when planning learning opportunities and aim to challenge the more able children.</li> </ul> <p><b>Ensuring equity for all children</b></p> <ul style="list-style-type: none"> <li>Regular opportunities are created for parents to join in with their child's learning during the nursery sessions</li> <li>Parents boards are kept up to date and show ways in which parents can help their child</li> <li>Regular learning conversations are held in the evening to allow parents who work to come along and be involved in their child's learning</li> <li>Adults target children who need support due to ACES, attachment issues.</li> <li>Care plans are used to address individual children's needs and are monitored through PLP's throughout the year to see if needs are being met</li> </ul>	<p>resources on offer.</p> <ul style="list-style-type: none"> <li>Further develop outdoor learning and 'loose parts' to enhance children's learning opportunities and social/emotional development.</li> </ul> <p><b>Ensuring equity for all children</b></p> <ul style="list-style-type: none"> <li>Increased parental engagement through evening workshops to help raise parent's awareness of a young child's development</li> <li>Strengthen the relationships with the parents of 2 year olds</li> </ul>	
<p><b>2.2 Curriculum: Theme 3</b></p>	<p><b>Rational and design</b></p> <ul style="list-style-type: none"> <li>3 year overview created to ensure breadth</li> </ul>	<p><b>Rational and design</b></p> <ul style="list-style-type: none"> <li>To ensure equity create opportunities for all children to</li> </ul>	

<p><b>Learning Pathways</b></p>	<p>and coverage of curriculum</p> <ul style="list-style-type: none"> <li>• Curriculum takes into account local and national policy and adaptations are made as necessary.</li> <li>• Curriculum provided supports the school rationale through effective learning and teaching strategies</li> </ul> <p><b>Development of the curriculum</b></p> <ul style="list-style-type: none"> <li>• Our curriculum is regularly reviewed and where necessary adaptations made where it is felt that gaps are appearing.</li> <li>• Curriculum encourages learning for sustainability through a range of initiatives</li> </ul> <p><b>Learning pathways</b></p> <ul style="list-style-type: none"> <li>• The learning pathways are built around the principles of CFE curriculum design</li> <li>• Programmes of study show clear learning pathways for most areas of the curriculum.</li> <li>• Learning conversations take into account the need to develop the 4 capacities and strategies to develop these capacities are built into curriculum design</li> </ul> <p><b>Skills for life learning and work</b></p> <ul style="list-style-type: none"> <li>• Financial education is taught as a stand-alone subject to help children prepare for life</li> </ul>	<p>participate in wider achievement opportunities.</p> <ul style="list-style-type: none"> <li>• Use PEF funding to broaden the curriculum and bring in outside partners who can widen children's perspectives and heighten aspiration.</li> <li>• Ensure that the curriculum provided has equal balance of expressive arts.</li> </ul> <p><b>Development of the curriculum</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning opportunities need to become embedded into the school curriculum and not seen as an extra.</li> <li>• Curriculum needs to be further developed to include creativity, digital and employability skills</li> <li>• Learning for sustainability needs to be embedded into the school curriculum</li> </ul> <p><b>Learning pathways</b></p> <ul style="list-style-type: none"> <li>• Learning pathways need to be better used to help children understand themselves as learners and the role they play in achieving success.</li> </ul> <p><b>Skills for life learning and work</b></p> <ul style="list-style-type: none"> <li>• Undertake an 'employability skills audit to identify gaps and to create a progressive skills pathway for use across the school</li> </ul>
<p><b>2.7 Partnerships - Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving</b></p>	<p><b>The development and promotion of partnerships</b></p> <ul style="list-style-type: none"> <li>• As a school we work well in partnership with parents and outside agencies to ensure that the school is the best it can be.</li> <li>• The open door policy promoted by the</li> </ul>	<p><b>The development and promotion of partnerships</b></p> <ul style="list-style-type: none"> <li>• Greater use of digital technology to reach a greater number of parents.</li> <li>• Further develop parental workshops in the middle and upper stages.</li> <li>• Parent council is not representative of the school</li> </ul>

**children and young people's learning.**

- school has ensured that we have very positive relationships with most parents.
- Parents have the opportunity to participate in school self-evaluation and shaping improvements to ensure greatest impact.
  - Parental workshops have been delivered to good effect within the early stages and parents who attended report that they felt more able to support their child

**Collaborative learning and improvement**

- As a school we work well with other schools in the cluster, providing support and gaining new knowledge which we implement in the school.
- Information has been gathered through 'blether stations' at parent's evenings which has helped us to establish a greater understanding of the views of parents. Parents now feel that their voice is being heard.

**Impact on learners**

- Opportunities have been created to work with parents and carers to enhance pupils learning through parental workshops and handouts.

community.

- Form closer links with partner agencies to provide a wider range of high quality learning experiences.
- Involve all partners in the evaluation of school performance
- Investigate different ways to connect with parents and carers who find it difficult to access present opportunities.
- Learning conversation evenings are well attended but parents feel that they would like more information regarding how they can support their child.

**Collaborative learning and improvement**

- Relationships need to be developed with SW collaborative family and knowledge gained used to inform improvement

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding - including PEF and Expected Completion Date )
<p><b>School Priority 1</b> Raising Attainment Through High Quality Learning &amp; Teaching</p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> School Improvement</p> <p><b>HGIOS4 / HGIOELC Qis</b> 1.3 leadership of Change 2.3 Learning, Teaching and Assessment</p>	<ul style="list-style-type: none"> <li>All pupils will benefit from high quality learning and teaching through the use of effective LI./SC and meaningful feedback.</li> <li>All pupils will be able to take responsibility for and lead their learning though effective target setting and learning conversations.</li> </ul> <ul style="list-style-type: none"> <li>All pupils will be aware of where they are in their learning, what they need to do to achieve and use learning dispositions needed to improve and achieve. (PEF)</li> </ul>	<p>CT's attend Visible Learning training Day</p> <p>Provide CPD and support on effective LI/SC and feedback</p> <p>Monitor teachers use of LI/SC in the classroom and provide guidance</p> <p>Monitor pupil's ability to talk about their learning - walkthroughs, learning conversations, sample groups</p> <p>Review and evaluate progress of Visible Learning</p> <p>Undertake Math's Recovery training</p>	<p>All teaching staff - first INSET day - August 2019</p> <p>HT to provide CPD LI/SC -2nd INSET Day August 2019 Feedback - - 3<sup>rd</sup> INSET day - January 2020</p> <p>Peer shadowing - Impact coaches - S Alexander/ M Fraser / M Lockwood - 1 day each a term to observe and feedback (PEF) HT to monitor as formal observation - April 2020</p> <p>HT - October - November - March 2020</p> <p>Impact Coaches - 1/2 day termly</p>

	<ul style="list-style-type: none"> <li>The attainment gap between the most and least disadvantaged children will be reduced through teachers using data to analyse gaps in children's learning within the context of literacy and numeracy and put support in to close the gap (PEF)</li> <li>Regular moderation of plans/tracking/assessments and jotters will ensure that there is appropriate depth/challenge and pace of learning for all children.</li> </ul>	<p>Undertake Closing the Gap training - numeracy</p> <p>CT's to assess pupils and identify gaps in numeracy using Closing the gap assessments</p> <p>LA to provide specific support to PEF children as required (PEF)</p> <p>CPD to refresh teachers /LA's knowledge of Reading Recovery</p> <ul style="list-style-type: none"> <li>CT's identify children who require input re talking and listening in the early years and TLQ sessions undertaken</li> </ul> <p>CAT sessions used to moderate</p>	<p>4 class teachers and 1 LA - September - 2 days each</p> <p>CPD - Class teachers and 1 LA - series of 6 twilight sessions - September to December</p> <p>CT's as required at beginning of each phase</p> <p>HT - September - January 2020 ???</p> <p>CT LA to provide sessions</p> <p>All staff - 1 hour at beginning of each CAT session (8hours)</p>
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<p><b>School Priority 2</b> Raising Attainment Through Equity for All Learners</p> <p><b>NIF Priority</b> Improvement in employability skills Improvement in children's health and wellbeing</p> <p><b>NIF Driver</b> Teacher Professionalism</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 3.1 inclusion and Equality 3.2 Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> <li>All teachers will have a clear understanding of ACES/attachment theory and the impact these can have on a child's wellbeing and will ensure that individual children's needs are met. (PEF)</li> <li>Pupils in the middle/upper classes will be more able to manage their emotions and form positive relationships with their peers.(PEF)</li> <li>Pupils will be able to manage conflict and seek resolution.</li> </ul> <ul style="list-style-type: none"> <li>All pupils will have gained an accredited award (PEF)</li> </ul> <ul style="list-style-type: none"> <li>All pupils will have a clearer understanding of the need to develop employability skills and have created a personal learning pathway for them to work towards. (PEF)</li> </ul>	<p>Raise all staff and members of the school community awareness of the impact ACES on children.</p> <p>SMT make themselves aware of the resource Compassionate and Connected Classroom prior to delivering CPD to whole school staff</p> <p>Input from Inclusion team on restorative practice</p> <p>Working party to review current behaviour policy and adapt to create a Relationship policy</p> <p>Research HI5, John Muir and Young skill Awards and identify one/s most suitable for across the school</p> <p>Identify agencies / parents who are able to support the implementation of accredited award</p> <p>Set date and run award scheme</p> <p>All staff receive input re employability audit tool</p> <p>All pupils undertake audit tool</p>	<p>HT to provide CPD using Resilience video youtube to both school staff and parents</p> <p>SMT - September - February Deliver to all staff on 4<sup>th</sup> INSET DAY - February 2020 SMT to monitor implementation February - June 2020</p> <p>4th INSET day February 2020</p> <p>Create a working party - CT/Parents/LA/ PT - February - June 2020</p> <p><b>PT/HT - September 2019</b></p> <p><b>PT/HT &amp; 1 CT - December 2019 1 day (PEF)</b></p> <p><b>Spring Term</b></p> <p><b>PT - 5th INSET Day - February 2020</b></p> <p><b>Spring term</b></p>
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<p><b>School Priority 3</b> Raising attainment numeracy</p> <p><b>NIF Priority</b> Improvement in attainment of literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 2.2 Curriculum - Learner pathways</p>	<ul style="list-style-type: none"> <li>• Holistic assessments will allow pupils to demonstrate understanding of new knowledge and skills in numeracy</li> <li>• Pupil's progress in numeracy will move at a good pace due to the implementation of a clear numeracy pathway across the school.</li> <li>• Teachers will monitor progress using a robust tracking system.</li> <li>• All pupils will benefit from high quality teaching of numeracy</li> <li>• Pupils will have become numeracy literate and able to approach and succeed at math's word problems.</li> </ul>	<p>Member of staff to research holistic assessments within the context of Numeracy</p> <p>Deliver a CAT on Holistic Assessments and provide support to teachers when creating their own.</p> <p>Evaluate Holistic assessments with class teachers and lead moderation CAT</p> <p>Oversee implementation of numeracy pathway</p> <p>Targets set and evaluated at the beginning of each block of learning. Tracking system updated</p> <p>Member of staff to monitor teaching of numeracy using math's recovery ideology</p> <p>Member of staff to research numeracy language, create a bank of language to be used. Deliver a CAT on numeracy language and provide support to teachers when creating word problems.</p>	<p>M Lockwood - October - 1 day</p> <p>M Lockwood - <math>\frac{1}{2}</math> day to prepare, October 3 days to aid planning - November/January, April</p> <p>M Lockwood - 3 1hour slots CAT</p> <p>HT - tracking meetings / moderation CAT</p> <p>CT's</p> <p>M Fraser - time out of class each term to observe practice</p> <p>M Fraser - 1 day M Fraser - <math>\frac{1}{2}</math> day to prepare, October 3 days to aid planning - November/January, April</p>
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<p><b>School Priority 4</b> Raising attainment through working collaboratively with parents.</p> <p><b>NIF Priority</b> Closing the attainment gap</p> <p><b>NIF Driver</b> Parental engagement</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 2.5 - Family Learning Engaging families in learning Quality of family learning programmes.</p>	<p>All parents will feel enabled to support their child's learning. (PEF)</p> <p>Pupils' attainment will increase due to support from home.</p> <p>Pupils home life will improve through parents having a greater understanding of healthy lifestyles</p>	<p>Each class to hold an information mtg for parents to highlight learning for the year and class expectations</p> <p>Numeracy guide for parents relevant to each stage created and shared.</p> <p>Parents invited in to observe numeracy being taught.</p> <p>Health Week organised which focuses on the importance of healthy living.</p> <p>Newsletter/ blog to be extended to include health hints and links to outside agencies for support</p>	<p>CT's - 1 day (PEF) 7 days</p> <p>M Fraser - 2 days (PEF)</p> <p>One session each term</p> <p>CT/PT to identify outside agencies to invite along - 1 day CT to take responsibility to organise one aspect of health living</p> <p>PT - weekly</p>
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