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

School: Castle Douglas Primary and ELC

Date: May 2019

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1. Vision, Values and Aims

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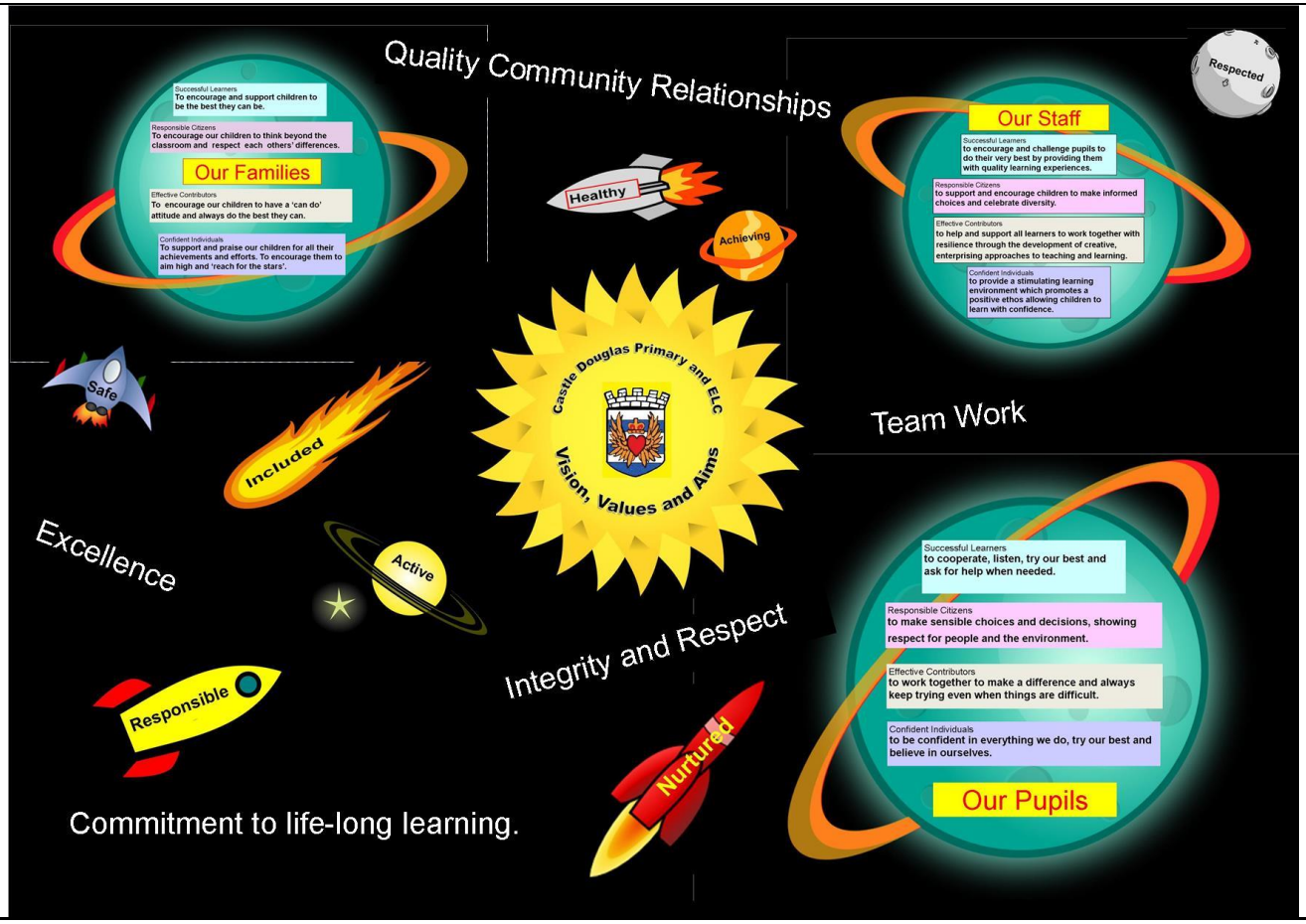
An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

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

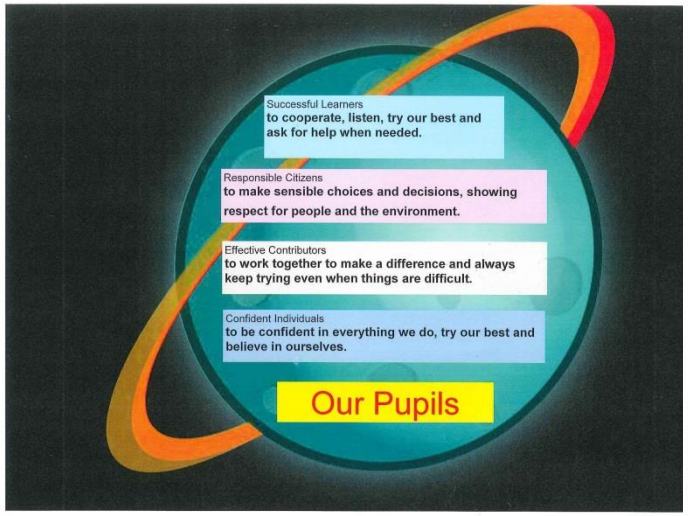


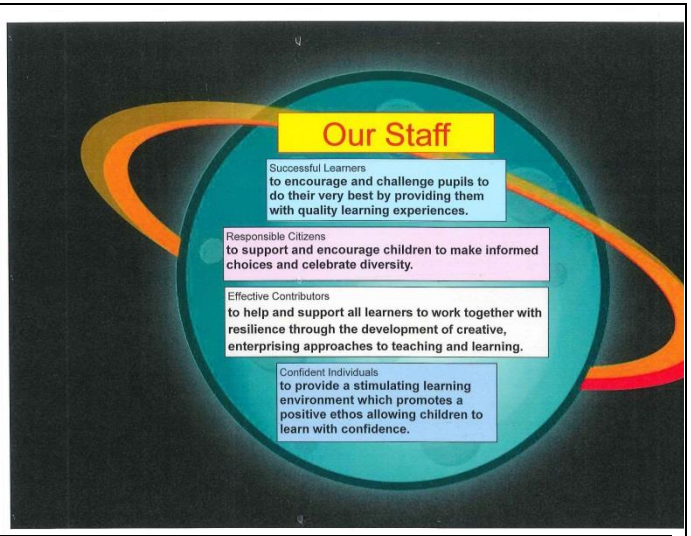
Castle Douglas ELCC and Primary School aspires to:

Be an ambitious, excellent school where all children get the best opportunity to realise their full potential through embracing the principles and values of the National Priorities and the 3-18 Curriculum, "A Curriculum for Excellence".

Support and engage all staff, partner agencies and parents in improving the quality of education and raising levels of attainment, achievement and participation of all children.

Provide a happy, stimulating and safe environment where every child is valued.





Review Date: March 2020

Review Activities (as appropriate):

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 to Contents)

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

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

2.1Progress against Previous Year's School Improvement Priorities

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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)
Cluster Priority 1: **ML 1+2** **NIF Priority** Improvement in employability skills and sustained, positive school-leaver destinations for all young people**.** **NIF Driver** 3, 4 **HGIOS? 4 / HGIOELC? QIs:** 1.2, 1.3 2.2, 2.3, 2.4 3.3	Stakeholders survey was completed and majority chose Spanish (parents (66%), pupils (72%) and staff (70%)) as the preferred L3 for the cluster. Almost all (94%) mainstream pupils from P1-7 have further developed a second language – French. Staff in Primary 5 to 7 have collaboratively planned a 4 week block of Spanish through IDL approaches (Food & Greetings) as part of a 3 year rolling programme (Yr2 – Numbers and Sports/Hobbies). Having completed a Hands Up Primary pupil survey, 80% of pupils reported increased enjoyment in MLPS basic vocabulary and phrases through discussion with teachers and peers. Staff confidence continues to steadily increase in terms of personal knowledge and understanding of languages and teaching and assessment of languages. Opportunities to shadow members of the regional MLPS team have increased confidence and knowledge of teachers who accessed this targeted support. Attempts were made to access authority support from the MFL team however they were unable to deliver inputs at INSET. This created a barrier that would have improved confidence in our cluster staff and has impacted on the progress we have been able to make as a cluster in the delivery of L3 (Spanish).	P5-7 staff to work together to design year 2 of the programme for the Spanish experience (Feb INSET), to be delivered through an IDL block and share practice. Cluster staff member participating in the Nancy Metz programme (March 2020)

Area for Improvement *Back to Contents*	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)
Priority 2 – Cluster inc ECL **Science Skills, Knowledge and Understanding** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 4 **HGIOS?4 / HGIOELC QIs:** 2.2, 2.3, 2.4 3.2, 3.3	**STEM (Cluster Improvement)** All staff have accessed training in science (Supported by SSERC and the regional STEM Team) leading to 100% having increased knowledge and skill in Science. All children have had the opportunity to apply literacy / numeracy skills through a science context. 56% have shown increased aspirations / desire to move into STEM based employment (Girls 55% / Boys 50%) which has increased by 12% in our school. An increase in staff confidence, skills and knowledge in teaching sciences has led to increased opportunities and improved learning and teaching for all children. All children benefit from the embedding of scientific enquiry skills linked to IDL learning. Increased staff confidence in moderation of numeracy / literacy skills through application in new / real-life situations linked to sciences leading to more consistent expectations & outcomes for all children.	Transition programme to be explored (through SSERC phase 2 day) linking second – fourth levels. Explore a further area of STEM as a cluster for development. Moderation activity will be a technology focus. Sharing practice session to be planned if possible.

Area for Improvement *Back to Contents*	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)
Cluster Priority 3: Curricular Links **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. **NIF Driver** 2 3 4 **HGIOS? 4 / HGIOELC? QIs:** 2.2, 2.3, 2.6, 2.7 3.2, 3.3 1.1	Cluster staff met in February 2019 to plan holistic assessment with focus on Science, Numeracy and Literacy outcomes. Evidence of impact is unavailable at the time of evaluating as Moderation Review and feedback is taking place on 10/6/19. Staff knowledge of National Improvement Framework and Hub has improved and staff have given positive feedback on the opportunity to engage in professional dialogue with cluster colleagues.	• Continue to develop holistic assessments which will inform moderation. Proposal is to have a focus on Technologies, Numeracy and Literacy for session 2019/20.

Area for Improvement *Back to Contents*	Progress and Impact on: **Learners' successes and achievements** **The school community's successes and achievements - as appropriate** ***(Include evidence of impact.)***	Next Steps (Looking Forwards)
School Priorities 4 **Parental Involvement, Self Evaluation and** **PEF Funding** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 5 **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 2.5, 2.7	Numeracy Home Learning activities have been developed and posted to the school website. Families are directed to class numeracy topics on a monthly basis via online links. There was a positive review from families Website was easy to Access – 100% Instructions were clear and easy to understand – 90% Activity helped give families a better understanding of maths in school. – 90% Comments Fabulous idea. A super idea that was fun and informative. I liked the fact that there were lots of different ideas of looking at the same maths topic so I could choose the ones she was most likely to be interested in.	Continue to explore areas for Home Learning opportunities e.g. Apps and weblinks. Investigate possibility of a weekly Computer Session for families who do not have internet access or hardware at home.

Area for Improvement *Back to Contents*	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)
Priority 7 - ELC **NIF Priority** Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children and young people's health and wellbeing. **NIF Driver** 1, 4, 5 **HGIOS?4 / HGIOELC QIs:** 1.1, 1.5, 2.1, 2.4, 2.6, 2.7, 3.1 **Priority 8a - ELC** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing. **NIF Driver** 1 **HGIOS?4 / HGIOELC QIs:** 1.2, 2.2, 2.3, 2.5, 3.1, 3.2 **Priority 8b - ELC** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 5 **HGIOS?4 / HGIOELC QIs:** 1.2, 2.2, 2.7, 3.1, 3.2	**Health and Social Care Standards** **Revised Care Plans** More effective use is made of Personal Plans e.g. agenda for discussion and recording with parents has been successful. Information is being revisited and staff knowledge of children's needs is more consistent. Feedback from recent Care Inspectorate Inspection found that linking and cross-referencing of information had improved especially with regard to ASN children. **Development of Outdoor Play Provision** The addition of the appropriate height of safety fencing in the upstairs outdoor area has allowed staff and children to engage in freeflow play and development of outdoor play experiences and opportunities. The ELC also uses the school outdoor learning area which has extended play and natural environmental opportunities. **Extend and improve Loose Parts play both in and outdoors.** Loose Parts is a key feature of both indoor and outdoor play and was commented as 'very good' during Care Inspectorate / Education Scotland Inspection – May 2019.	For next session develop format that will link to and reflect the Health and Social Care Standards Further develop resources and to focus on opportunities to extend early literacy and numeracy skills. Continue to develop Loose Parts play. Care Inspectorate / Education Scotland – May 2019 PLPs – revisit recording to ensure that there is an increased focus on identifying key skills and next steps. PLPs – to involve children more in their PLP. Revisit HOTS for more consistent use by staff.

• Area for Improvement Back to Contents	• 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)
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?** **School Priority 4** **Raising Attainment, Closing Attainment Gap, Assessment and PEF Funding.** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. **NIF Driver** 1, 4, 6 **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2	**Progress and Impact PEF - raising attainment levels in Reading** **Current Interventions** • Nurture Groups • Accelerated reading • Homework breakfast club • Writing setting • Phonological awareness • Readingwise • Intervention timetables for PEF assistants • IDL(International Dyslexia Learning) • Numeracy groups • Life Skills The focus at early level has been laying the foundations for the children who were not as ready to learn to read and write. A programme of Fine Motor Control and Phonological awareness was implemented based on the Highland Literacy pack. The results showed that 73% of the target group increased their phonological awareness with 100% improvement for the children on FSM. First and second level interventions(listed above) cover a range of Reading, Writing and Numeracy activities. Interventions are implemented as small groups or individually as required with those children who are not on track to achieve the level. We are participating in the Regional Pilot Programme for Literacy and Numeracy (IDL International Learning Solutions). This is a 14 week intervention that concludes week beginning 13th May.	Next Steps - Literacy • Invest in PM Reading Assessment materials to inform staff judgement and provide alternative data to Accelerated Reader to draw upon when considering reading ages. • Invest in PM Writing materials to dovetail with the PM Reading materials to help us develop a clear whole-school progression of reading skills. • Continue to implement our new reading scheme in its current form and consider further investment in appropriate texts, Read and Read resources, whole class sets and High Interest Low Ability texts. • Continue to develop the role of the Reading Ambassadors in encouraging reading for pleasure in our school community. • Continue to form links with outside agencies and local authors who can support us in developing our reading curriculum. • Build on the frequency this year's Stay for a Sound sessions during the teaching of the phonics programme in Primary One.

	Impact – Closing the Gap - Equity **Context** In Castle Douglas Primary we have 51 children in receipt of free school meals. All children are in SIMD 4 or above. P1 – 6 children P2 – 6 children P3 – 5 children P4 – 8 children P5 – 7 children P6 – 7 children P7 – 12 children **Early Level Reading** 6 children are on track to achieve Early Level. **First level Reading P2 and P3** 5 children are on track to achieve First Level. **First Level Reading P4** 1 child has stayed the same. 4 have improved by 0-1 year. 1 has improved 1-2 years **Second Level Reading** All children have improved this year except 3 children. 12 have improved by 0-1 year. 6 have improved by 1-2 years. 3 have improved by 2+ years. **Early Level Writing** 4 children improved by 1 level * 2 children stayed the same. **First Level Writing** 1 child has improved by 4 levels*. 2 children have improved by 3 levels*. 5 children have improved by 2 levels*. 5 children improved by 1 leve*l. 2 children stayed the same. * = Big Writing Level	Next Steps - Maths • Agree baselines assessments and determine pupils in need of support • Maths to become a focus for attainment meetings to discuss impact of SAMSON and track progression • Stage planning sessions will be used to share planning and teaching and learning strategies • Devise ways to celebrate success and achievement in maths • PEF teacher and PEF assistants to deliver targeted interventions • Continue to evaluate resources • Implementation of Dumfries and Galloway Numeracy Framework (P1-3)

Impact of PEF (Continued)	**Second Level Writing** 2 children have stayed the same, 1 has gone down a level. 2 children have improved by 1 level.* 4 children have improved by 2 levels*. 6 children have improved by 3 levels*. 8 children have improved by 4 levels*. 1 child has improved by 5 levels* * = Big Writing Level **New Reading Scheme** From August 2018 we have been working to redevelop our core reading scheme. Two staff members attended Stephen Graham's literacy CPD event in Edinburgh (Balanced Reader, Balanced Writer) and this provided a much clearer way forward. We reflected on the breadth of genres that our children were reading, the development of reading skills and the assessment of those. After consultation with SLT, staff and visiting colleagues using this system in other schools we decided to invest in the National Book Banding and draw on a range of reading materials. Our core reading scheme is Oxford Reading Tree with supplementary texts mainly from Big Cat Collins. Each level of the reading scheme has a range of novel studies to choose from. We now have a much wider selection of genres. We now have a selection of High Interest Low Ability reading books from children in Primaries 5-7 who have reading ages of 7 or 8. We plan to develop this supplementary selection over time. Initial feedback from the children using these books is positive. **Links with Partners** Members of staff met with representatives from the Schools' Library Service to discuss how they could best support our developments in school and build a sustainable relationship for this to continue. As a result staff in Early and First Level now use the Story Sacks available from the Service to enhance story time discussion and consolidate their comprehension skills. Feedback suggests that the children have much enjoyed engaging in role play, questioning and using the resources in the sack. Staff use the sacks on a rational basis. Visits to the local library are ongoing and children enjoy this as an opportunity to draw on a different selection of texts. Learning Centre children are also benefiting from sessions at the local library. We are currently working to arrange Book Bug Story times provided by the service for Early Level classes. CAPER sessions are ongoing in Primary One and Two classes encouraging children to choose a book of their choice to read for pleasure with their family. In Term 2 (2018-2019) Primary One staff introduced 'Stay for a Sound' sessions where parents/carers were invited to visit the classroom and engage in a phonics session being taught and subsequent learning activities with their children. The Reading Ambassadors have met with local author Susie Briggs to hear about the publication of her new book. Future visits and links are currently being planned. Our Primary One classes have also worked with Susie as part of their literacy studies

Impact – Closing the Gap – Excellence

National Stretch Aim:
By 2020, at least 85% of children, within each SIMD quintile will have successfully achieved CfE Early, First or Second level literacy, numeracy and are progressing in health and wellbeing as evidenced by SHANARRI indicators by the end of primary 1,5 or 7.

Aim: Over 70% of pupils to be on track in literacy and numeracy by April 2019

Curriculum for Excellence Levels according to teacher's judgement (to be reviewed again by 8th June 2019 following SNSA and other assessment judgements.

363	On track or Achieving a Level (Current)			
	Read	Write	List/Talk	Numeracy
P1 (4)	15%	17%	19%	9%
P1 (3)	53%	51%	64%	74%
P1 (2)	32%	32%	17%	17%
P1 (1)	0%	0%	0%	0%
P1 (On Track)	68%	68%	83%	83%
P2 (4)	9%	16%	14%	12%
P2 (3)	88%	72%	84%	67%
P2 (2)	0%	12%	2%	16%
P2 (1)	0%	0%	0%	2%
P2 (On Track)	98%	88%	98%	79%
P3 (4)	25%	8%	4%	0%
P3 (3)	29%	58%	69%	62%
P3 (2)	31%	21%	19%	31%
P3 (1)	13%	10%	4%	4%
P3 (On Track)	54%	65%	73%	62%
P4 (4)	14%	25%	14%	2%
P4 (3)	60%	51%	79%	81%
P4 (2)	25%	23%	7%	14%
P4 (1)	2%	2%	0%	4%
P4 (On Track)	74%	75%	93%	82%

P5 (4)	16%	23%	7%	11%
P5 (3)	63%	57%	84%	59%
P5 (2)	5%	5%	2%	16%
P5 (1)	0%	0%	0%	5%
P5 (On Track)	79%	80%	91%	70%
P6 (4)	10%	2%	2%	2%
P6 (3)	73%	73%	88%	71%
P6 (2)	5%	10%	5%	20%
P6 (1)	12%	12%	7%	10%
P6 (On Track)	83%	76%	90%	73%
P7 (4)	17%	4%	15%	8%
P7 (3)	58%	62%	62%	63%
P7 (2)	15%	19%	13%	8%
P7 (1)	10%	12%	6%	19%
P7 (On Track)	75%	65%	77%	71%

Breakfast / Homework Club is offered to P4-7 to provide a nutritious breakfast and space and support to complete homework. 33% of this cohort attend. 100% of homework is completed twice weekly. Staff observe increase in pupil confidence. All children are punctual on Breakfast Club days.

Nurture Groups

Questionnaires were completed at the beginning of the year to identify individual attitudes about nurture in our school. Through observations, teacher and pupil feedback and final questionnaires, 98% of participants have identified positive attitudes towards the nurture groups and have identified that they enjoy and are happy to continue attending nurture groups.

85% of participants have shown an understanding and ability to use social skills more appropriately by developing the following: taking an active role in conversations, using relaxation techniques, tackling new tasks with confidence, improving fine and gross motor skills and improving listening skills.
Pupils who have been involved have had opportunities to share space, resources and ideas and have begun to show independence in specific tasks, considering the view of others and using appropriate manners. Emphasis has also been placed on peer and self-reflections whereby the children have been encouraged to praise and offer support to themselves and each other.

Next Steps – Nurture

Targeted groups to be established using Boxoll profiles

Miss McCall to oversee new programme, implementing ideas from a recent course and supervising / planning with PEF assistants.

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

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

Quality Indicator (Back to Contents)	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
1.1 Self-Evaluation for Self-Improvement • *Collaborative approaches to self-evaluation*	• Pupils reflect on their attainment and achievement through daily feedback and interaction with staff. Education Scotland Inspection May 2019 noted that there was very good feedback to pupils and pupils knew what they ahd to do to improve. • Parental comments on ELC Facebook are very positive and it has developed into a positive forum for sharing feedback and news. Some parents have mentioned how much more aware they are 'of what is going on in school'. • Staff, children and parents share termly learning targets which are evaluated at formal Learning Conversations (Parent/Pupil Meetings) – positive feedback from parents. 85% of parents commented that they know more about what their child is learning. • There is a Weekly News bulletin sharing learning throughout the school and ELC on Social Media, School app, Parent Email and Website to inform the school community of 'What We are Learning'. All classes are involved in this weekly review of their key learning. May 2019 Facebook page has 807 followers with an average weekly involvement of 901 post reads. • The school community is involved in a bi-annual review of the School and ELC Vision, Values and Aims with the next review due in November 2019 – Feb 2020 • Parent and pupil consultations and feedback is gathered on priority developments and also at parental request e.g. March 2019 Whole School Evaluation (Microsoft Forms) • ELC has daily feedback opportunities with parents which is used to good effect.	• Continue to develop evidence gathering which is manageable and sustainable. • Develop My World at Work from P6. • Staff knowledge of and confidence in using benchmarks to assess across whole curriculum is a priority.	**4**
• *Analysis and evaluation of intelligence and data*	• The ELC and School continues to develop the use of current, manageable and sustainable data in Maths and Language. Termly testing e.g. Accelerated Reading informs next steps and to set appropriate challenging targets. A revised CFE tracking format was developed this year which also show Barriers to Learning and PEF Interventions. This is assisting in focusing planning for specific learning needs. SNSA results are being used to plan next steps. • Staff also access and make use of research / data from Scotland and beyond e.g. Education Scotland, Education Endowment Foundation. • Termly class attainment and SfL meetings are held to focus on individuals and groups and staff have ongoing access to and use of data to plan for learning needs. • Differentiated learning much in evidence – Ed Scot Insp May 2019 • Big Writing setting has had a positive impact on writing attainment – 6% increase from November attainment to 75%. • Termly reviews of SfL IEPs and targets with pupils, staff and parents. • Wider achievement – there is a whole school focus – Achievement Assemblies and Weekly news to encourage sharing of Wider Achievement to further support assessment of the 'whole child'. • A thorough review of language data by DHTs led to PEF focus on reading. Rationale and tracking of PEF developments will be readily supported through current school data procedures.	• Become more familiar with benchmarking to assist teacher with planning, assessment, tracking and next steps across the curriculum. • Increased Attainment levels in literacy and numeracy remain a central feature of our priorities. • Revisit Samson Maths – differentiation and pace.	**4**

Quality Indicator (Back to Contents)	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
1.1 Self-Evaluation for Self-Improvement • *Impact on learners' successes and achievements.*	• Accelerated Reading allows staff and pupils to readily share progress in reading attainment. PEF funding has allowed a member of staff to lead this role this session. Pupil motivation has increased and most pupils can discuss their target and what they need to do to achieve it. • Achievement Assemblies feature most months throughout the session which celebrate both school and wider achievements. Most pupils are keen to strive to be the next 'Pupil of the Month'. • Pupils look forward to the Achievement Assembly and many are keen to share their wider achievements. Evidenced though pupil discussions. • Pupils help choose class 'Pupil of the Month' – they have a good understanding of 'success'. • Wider achievement is tracked and features in end of session Report summary. • Staff demonstrate a good understanding of children's needs and how these can best e.g. in ELC there is a robust timetable including use of Personal Learning Plans, Shared Learning sheets to regularly review and set next steps. • Mainstream Inclusion is a strength of the school and enables all pupils to engage in sharing success and achievements.	• Parental involvement – encourage more use of Accelerated Reading home link and parent emails. • Consider sharing Class Dojo with parents to foster home / school links and reinforce positive behaviour. • Consider best ways to support learners in this digital age – skills based approaches. Equity funding to close the 'digital attainment gap'. • Skills for life and skills need to be embedded across all curriculum areas and track through wider achievement. • Continue to develop staff knowledge and confidence with use of National Standardised Assessments and interpreting data.	**4**

Quality Indicator (Back to Contents)	How well are you doing? What's working well for your learners? (*Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change*	• There is a very strong commitment from school community to achieve the best for all – Ed Scot Inspection May 2019. • Staff (teaching and non-teaching) are hard working, conscientious and committed to the school. • Staff embrace change to support pupil learning and raise attainment. • Commitment and experience of SMT • Self-evaluation practices e.g. peer assessment (pupils and staff), willingness to try different strategies to involve all stakeholders. • Value placed on self-evaluation as a tool for improvement and to share learning. Most pupils can talk confidently about what and why they are learning - Ed Scot Inspection May 2019. • Collaborative staff team work and sharing of practice is a positive feature of staff teamwork, e.g. Primary Stage and Level meetings, ELC Cluster activities and Learning Centre development activities involving all staff. • The school takes a lead role in development of Cluster priorities, e.g. Collaborative working and networking – level planning and moderation. • Positive working relationship with cluster schools and agency partners. • Use of SIP to plan and evaluate change. Clear pathway for improvement is highlighted in the SIP to priorities developmental needs. • Staff are encouraged to identify roles where they can lead improvements e.g. P1 Transition, Language Attainment (Accelerated Reading) • Pace of change is managed by SMT to enable small steps of change and time for initaives to be reviewed and embedded in practice as appropriate. • All Staff participate in Professional Development Reviews and are committed to personal development. Use of Professional Update (GTCS or SSSC)	• Review the values, vision and aims (Spring 2020) • Continual improvement of manageable Quality Assurance procedures to ensure there is effective, robust and inclusive self-evaluation with all stakeholders. • Continue to explore electronic surveys as a manageable tool so that all stakeholders are actively involved in self evaluation procedures. • Strengthen understanding of key national policies – e.g. National Attainment Challenge. • Focus on 'inwards, outwards, forwards' approach for analysis • Continue to build leadership capacity. • More time to enable SMT to work alongside staff more often would be beneficial. • Develop further use of Glow Blog for evaluative comments from school community. • ELC staff – review 1140 hours impact on both children and staff. • Opportunities for sharing leadership, responsibilities and experiences to assist staff in personal career development. • Reduction in SMT support time will have an impact on SMT remits and time available to support pupils, staff and parents.	**4**

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Learning and engagement*	• Teachers share Learning Intentions and Success Criteria with children on a regularly through feedback, wall displays, etc. • There is evidence of children engaging in HOTS across all curricular areas and reference to HOTS (visual and oral) in most classes. • SMT visit classes twice a year for formal Observation Visits which have an agreed focus and also work alongside classes throughout the school year. • Positive interaction and enthusiasm is much in evidence from children and staff. 'Classroom buzz'. • Calm and purposeful atmosphere - Ed Scot Inspection May 2019. • In almost all classes organisation and classroom management is very good. Poor behaviour in class is usually well managed with a positive impact in that less teaching time is being lost dealing with behaviour issues. • Most pupils have a positive attitude to their work and enjoy coming to school. • Almost all pupils can talk about what and why they are learning, what they enjoy doing in school and have an understanding of their next steps (targets) - Ed Scot Inspection May 2019. • Feedback (oral and written) from children and staff is used to evidence impact e.g. how well can the children talk about what they are learning. • In most lessons and activities pupils can share what they are learning and what they need to do to be successful. • Pupil Voice – Eco-Group, Pupil Council, Reading Ambassadors, Maths Champion are all positive features of Pupil Voice. • An example of a PEF intervention 'Small Steps of Change' for older reluctant readers has been the introduction of E-Readers to engage learners and foster a desire to read. • Impact assessment is ongoing but initial feedback is encouraging. Parents (at parents meeting) were commenting that their child was reading more at home.	• Continue to focus on HOTS in all curricular areas. • Raise children's awareness of HOTS and to encourage and develop creativity. • Continue to monitor effective teaching in all learning areas, including outdoor learning to ensure consistency across the school. • Peer Support – encourage staff to arrange informal observations with a colleague and reflect on the quality of learning and pupil engagement in their class. Share best practice. •	**4**

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Quality of Teaching*	• There is a positive range of teaching experience across the school and ELC. Staff are conscientious with self-evaluation of own teaching and share, seek advice from each other. Staff have a positive attitude towards helping each other in improving their own confidence and skills. • Reference to previous knowledge was evident in most introductions to lessons. LI and SC were shared in age appropriate ways. • Pace of lessons is mostly good although some were observed as being too slow - Ed Scot Inspection May 2019. • Appropriate differentiation was evident in all classes. (Writing and individual maths setting.) • Extended tasks activities in some classes were challenging pupils e.g. – mild, spicy, very hot choice. • Teachers, Learning Assistants and Parent/S6 helpers made appropriate interventions to assist individuals and groups as required. • 'Presumption of Mainstream' / learners needs are being met through planned interventions • Use of digital resources is good e.g. Digital Technology - iPads in every class, Kindles in upper classes, Green Screen. Children accessing all. Building on what's needed to become a Digital school. • Reflection on learning was evidenced in some classes through plenary activities.	• Continue to support teachers in improving teaching skills as identified through observations and PRD discussions. • Review LI and SC to ensure they are appropriate, relevant and in 'pupil speak' for the learning taking place. • Encourage staff to peer observe and build on best practice from colleagues including visiting other schools (looking outwards).	**4**
2.3 Learning, Teaching and Assessment • *Effective Use of Assessment*	• Staff have a good understanding of each child's needs, interests and stages of development. This is reflected in both planning and assessment .e.g. In ELC staff are experienced in their respective roles and have a good understanding of each child's needs, interests and stages of development. • A range of assessment strategies are used across the school. This includes standardised assessments, whole school Big Writing programme and termly spelling and reading assessments. • Assessment feedback is shared with pupils daily in a variety of ways and with parents through termly meetings and discussion of learning targets. Some families have opted in to online sharing of assessment e.g. Accelerated Reading and almost all ELC families received electronic copies of PLPs with paper copies also being shared if required. • Staff professional judgement is supported through attainment discussions with SMT, SfL and moderation with colleagues. • In almost all classes pupils could talk readily about class displays and what they had been learning. Pupils are involved in planning and creating displays. • Pupils are more confident in talking about their learning and next steps. • Pupils can share their attainment for online resources such as Accelerated Reading and Sumdog. • Support for Learning staff use assessment tools to further support learning needs and next steps. Positive liaison throughout the staff as capacity permits	• Use of National Benchmarks and SNSA in both planning and assessment to be developed. • Further development of tracking to raise attainment and to gather evidence to support 'Achieving a level'. • Introduction of national assessment resources to assist staff in evidencing attainment level.	**4**

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Planning, Tracking and Moderating*	• Local environment is used effectively when planning to help deliver positive outdoor experiences e.g. history hillwalks, Stronord, and Carlingwark outdoor activities and links with community groups and businesses e.g. RHET. • Through planning grids, pupil comments, school website comments, etc opportunities for creative learning can be evidenced e.g. Going on a Bear Hunt, Tesco Farm to Fork, RHET Adopt a Cow. • Stage planning and moderation is developing a shared understanding of progress within C for E levels. This is helping with planning for appropriate pace of learning e.g. planning and tracking evidence shows that high achievers needs are being planned for. • Planning is now linked to benchmarks in all curricular areas. • Stage overviews show breadth of learning to ensure pupils have access to a broad curriculum and opportunities to develop cross-curricular skills. • Electronic planning for new developments such as SAMSON maths and STEAM Planning (currently being amended) has been designed to reduce workload and to ensure there is appropriate depth and breadth in all curricular areas. • Attainment meetings are held to discuss progress in learning and to identify concerns with individual pupils. • Staff confidence inputting and interpreting data is increasing as evidenced through attainment discussions. • Teachers use Curriculum for Excellence levels, CEM data and professional judgement to identify next steps for learning. ICT is used to support tracking and monitoring and is being used effectively by staff. Also provides SMT with whole school overview.	• PEF interventions are being monitored and tracked. • Ensure time is built into 35 hour week agreement for stage planning, assessment and moderation.	**4**

Quality Indicator (Back to Contents)	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
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• ELC - Every parent also has a regular Care Plan meeting with their child's Key Worker. This strengthens links between home and nursery and helps in the earlier identification of needs and potential additional input if required. • Most pupils have had access to after school activities. • All staff provide a very good level of pastoral care. • All staff have taken part in Child Protection / GIRFEC training. • Inclusion is a positive feature within the school and Presumption of Mainstream is embedded in all our activities.. • Skilled and experienced Support for Learning and Learning Centre staff identify the needs and support for pupils' learning. • Support is targeted to enable different groups of learners to achieve e.g. Enhanced transition. • The school has facilitated the use of Learning Centre facilities by other schools and community groups. • Annual Calendar and interventions to address bridging the gap through effective interventions to support families • School assembly timetable has been changed to embed global citizenship themes • We actively promote fairness and justice in our interactions and pupils are confident to discuss these issues • School Nurture Programme has been devised to support needs of individuals • Attendance levels are high and exclusion rates are low • The majority of pupils have a positive attitude to school / ELC and to one another. • Mentoring and buddying gives pupils opportunities to experience responsibility in a meaningful way. • Pupil Voice through Global Gang and Pupil Council. • SHANARRI wellbeing indicators are linked to highlighted during learning activities. • Inclusion is embedded in our practice. We strive to ensure that the curriculum meets individual needs to promote equality and diversity. • See also PEF Interventions Summary.	• Behaviour policy to be reviewed – Respect for All. • Staff to familiarise themselves with National Improvement Framework – national vision for achieving excellence and equity for all • Sustain programme of targeted support – looking at social and emotional skills (PEF input) • Attainment levels in literacy and numeracy remain a central feature of our priorities. Numeracy attainment to be a focus for 2019/20. • Use national benchmarks to evaluate wellbeing curriculum. • Use collaborative time to share approaches to raising attainment with focus on maths, language and health and wellbeing. • Staff to engage with each other to take forward Creativity - identify four core creativity skills which apply across Curriculum for Excellence. • Consider best ways to support learners in this digital age – skills based approaches • Skills for life and skills need to be imbedded across all curriculum areas.. • PEF interventions – to be identified for Session 19/20.	**5**

<table>
<tr><th>Quality Indicator
(Back to Contents)</th><th>How well are you doing?
What's working well for your learners?
(Include evidence of impact.)</th><th>Areas for Improvement</th><th>Evaluation of this QI using the HGIOS?4 six-point scale</th></tr>
<tr>
<td>3.2 Raising attainment and achievement
Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners
3.2 Securing children's progress (<u>for Early Learning Childcare)</u>
Progress in communication, early language, mathematics, health and wellbeing
Children's progress over time
Overall quality of children's achievement
Ensuring equity for all children</td>
<td>
Staff demonstrate a clear understanding of children's needs and how these can best e.g. in ELC there is a robust timetable including use of Personal Learning Plans, Shared Learning sheets and regular setting of next steps.
The ELC programme reflects the importance of meeting the children's emotional, personal and social needs.
Monthly Achievement Assemblies are used effectively to embrace consistent approaches to celebrating success. Track and recognise achievements – Achievement Assemblies / Weekly News.
Most learners can share readily what and why they are learning and what they need to do to be successful with a task.
P4-7 are developing an eportfolio of their personal achievements.
School data demonstrates that most children are attaining appropriate levels.
CfE Levels – on track to achieve appropriate level (predicted by end of June 2018)

<table>
<tr><th></th><th>P1</th><th>P2</th><th>P3</th><th>P4</th><th>P5</th><th>P6</th><th>P7</th></tr>
<tr><td>Reading</td><td>70%</td><td>92%</td><td>54%</td><td>74%</td><td>79%</td><td>83%</td><td>75%</td></tr>
<tr><td>Writing</td><td>71%</td><td>92%</td><td>65%</td><td>75%</td><td>80%</td><td>76%</td><td>63%</td></tr>
<tr><td>List / Talk</td><td>83%</td><td>92%</td><td>73%</td><td>93%</td><td>91%</td><td>90%</td><td>79%</td></tr>
<tr><td>Numeracy</td><td>83%</td><td>79%</td><td>62%</td><td>79%</td><td>70%</td><td>73%</td><td>71%</td></tr>
</table>

Current P7 Accelerated Reading tracking shows that over a school year the % of learners making progress from prior learning were
P4 year – 92% with average of 8 months growth,
P5 year – 92% with average of 1.1 year growth and
P6 year – 96% with average of 1.1 year growth
Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and we are working towards raising attainment.
Effective stage planning.
Positive outdoor experiences e.g. hillwalks, Kingswood, Carlingwark, Trips, outdoor class learning activities, etc)
Staff are confident at identifying barriers to learning.
'Positive Destination' display involving past pupils.
Well monitored attendance levels. Exclusion rate is low.
</td>
<td>
Staff confidence with benchmarking to assist teacher with planning, assessment, tracking and next steps.
Lack of resources to help tackle barriers to learning (this also affected by capacity of partner agencies).
Increase in families taking pupils on holiday during term-time.
Evaluating and evidencing the impact of achievements on community.
Develop use of National Standardised Assessments and interpretation of data.
ELC - Establish shared target setting and more effective links with partner providers where a child has a shared placement.
Increased Attainment levels in literacy and numeracy remain a central feature of our priorities.
Continue to develop writing programme that identifies progression of skills, linked to Benchmarks.
Consider best ways to support learners in this digital age – skills based approaches
Skills for life and skills need to be embedded across all curriculum areas and tracked.
ELC to focus on early literacy and numeracy opprotunities through outdoor play.
</td>
<td>4</td>
</tr>
</table>

Quality Indicator (Back to Contents)	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
2.2 Curriculum: Theme 3 Learning Pathways	• The ELC programme reflects the importance of meeting the children's emotional, personal and social needs. • Most staff are skilled in differentiating work to suit the needs of individual learners. • Progression of ICT skills is good and use of ICT to enable all pupils to access learning. Use of ICT e.g. P4-7 pupils are making good progress through Accelerated Reading and Sumdog programmes. • Enterprising activities are evident from ELC through to P7. • Rationale for the curriculum is based on shared values which is highlighted in our curricular overviews - we have a broad curriculum and learning experiences. • Planning format shows progression. Staff have a clear overview of progression of skills and knowledge and understanding in each curricular area. • Curriculum planner shows coverage of Es and Os and Inter Disciplinary learning. • Staff have high expectations and a commitment to delivering the best educational experience for pupils. • Ongoing curricular development is a feature of the School Improvement Plan and priorities are identified through self-evaluation with stakeholders. • Pace in maths and language coverage is overall good. • When appropriate discrete 'topics' e.g. Science are introduced to ensure breadth and balance. • Annual focus on Scots Language throughout the school. • Wellbeing indicators are linked to highlighted during learning activities. • Curricular pathways are shared with the school community via the School Website. • Class learning activities are shared weekly through the school website and other social media.	• Continue with progressive planning. • ELC to review Big Book Planning format. • Familiarisation with national benchmarks and use to inform planning. • Continue to embed Outdoor learning across all levels. • Withdrawal of Classroom Assistants and reduction of Learning Assistant support has been very challenging. • Staff knowledge of future career and employability pathways. • Encourage more self-evaluative comments from pupils, parents and staff to inform curricular development.	**4**

Quality Indicator (Back to Contents)	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
2.7 Partnerships – Theme 3: Impact on Learners • *The impact of parental involvement on improving children and young people's learning.*	• ELC - every parent has a regular Care Plan meeting with their child's Key Worker. This strengthens links between home and nursery and helps in the earlier identification of needs and potential additional input if required. • There is positive inclusion of pupils with ASN into mainstream classes. • Celebration of achievement and positive school ethos is shared with families. • Positive relationships with the parents are established early on e.g. Information sessions; open door policy; approachability with staff. • School creates opportunities for Parental Involvement e.g. PTA, Parent Council, Assemblies, Open Afternoons, Golden Time Helpers, School App, Facebook, class assemblies and class visits. Attendance at Parents Evening 17/18 was 95%. • There is termly communication with parents on their child's attainment / progress through Targets setting, Learning Conversations, Open Evening, Reports, Open door Policy, Celebration of Learning Events, home / school diaries • Good Communication with teachers and outside agencies	• Need to develop parental involvement and engagement further in curricular development and other SIP priorities. • Wider representation would be welcome at Parent Council.	**4**

School Improvement Plan 2019-20

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

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

Improvement Area	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)
Priority 1 - Cluster Modern Languages **NIF Priority** Improvement in employability skills and sustained, positive school-leaver destinations for all young people. **NIF Driver** 3, 4 **HGIOS? 4 / HGIOELC? QIs:** 1.2, 1.3 2.2, 2.3, 2.4 3.3	All learners to continue building confidence in acquisition of French as L2 language. P3-7 now working on P4 core programme. All learners in P5-7 to continue exposure to L3 language with a focus on culture. This will continued to be developed to create a 3 year rolling programme (short-term IDL topic) with a focus on Spanish culture (number and sports/hobbies) for year 2. Target is have 85% of staff more confident in their knowledge and understanding to deliver a Spanish culture topic. Pupil confidence will also be evaluated in May 2020 following learning and teaching.	To embed L3 – year 2 of the 3yr rolling programme with a focus on vocabulary and culture, delivered as an IDL block (numbers & sports/hobbies). Time to be allocated to allow second level teachers to collaboratively plan IDL learning. Training (if available) to be opted into on a voluntary basis by teaching staff.	INSET Session in Feb 2020 to allow for second level teaching staff to come together and plan IDL topic. Highlight online training to staff for personal development – ongoing from August 2019.

Improvement Area Back to Contents	**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)**
Priority 2 – Cluster inc ECL **Technology Skills, Knowledge and Understanding** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 4 **HGIOS?4 / HGIOELC QIs:** 2.2, 2.3, 2.4 3.2, 3.3	To improve the quality of Technologies learning and teaching through building staff confidence in teaching of Technology skills. This is expected to have a positive impact on both learning opportunities for pupils and developing their science skills and understanding. A further target is to evaluate and review current Technology curriculum and identify those areas which staff may be less confident in teaching and/or due to a lack of resources and equipment. These areas will then be focus for future development. Evaluation by Cluster Moderation 2019/20 will be Holistic assessment Literacy, Numeracy and Technology e.g. Functional Writing, Data Handling, Measure, building a model, creating a recipe, etc A target will be identified following results of staff confidence survey (e.g. area of focus). Aim is to boost teacher confidence by sharing simple ways of introducing technology enquiry into the classroom and also to promote child-led enquiry (link in with Science Enquiry training form 2018/19).	Baseline survey of staff confidence will be carried out in June 2019. Revisit current technology opportunities / activities / programme to evaluate breadth, depth, balance of the curriculum. Link with STEM Team to provide appropriate CLPL opportunities (cluster / regional). Investigate example of good practice for technologies (e.g. programmes of study, resources etc) and trial on a small scale, with a view to roll out across cluster in Year 2 (e.g. digital technologies @ Hardgate, Early to Second coding @ CDPS, Greenscreen, food technologies). Create a cluster bank of STEM IDL activities to support moderation. Coding.org – whole school coding progression – investigate draft programme. CLUSTER MODERATION: Literacy/Numeracy through Technologies contexts.	Collegiate Session (x2) for moderation and Collegiate session for sharing practice (x1 Term 3) Microsoft Educator Community Sessions with STEM Team through regional CLPL calendar.

<table>
<tr><th>Improvement Area
<a>Back to Contents</th><th>Outcomes for Learners / School Community</th><th>Key Tasks</th><th>Planned Management of Improvement Area
(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)</th></tr>
<tr>
<td>Cluster Priority 3: Numeracy
NIF Priority
Improve Attainment in Literacy & Numeracy
Improve Employability Skills
Improve Health & Well-Being

NIF Driver
School improvement
School leadership
Teacher professionalism
Assessment of children's progress
Parental engagement
Performance information

HGIOS?4 / HGIOELC QIs:
1.1, 1.2, 1.3, 1.4, 1.5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3.1, 3.2, 3.3</td>
<td>School CfE Predictive Attainment Data 2020
<table>
<tr><th>School</th><th>P1 (% at or above)</th><th>P4 (% at or above)</th><th>P7 (% at or above)</th></tr>
<tr><td>CD</td><td>70%</td><td>62%</td><td>73%</td></tr>
<tr><td>HLS</td><td>80%</td><td>95%</td><td>77%</td></tr>
<tr><td>CG</td><td>100%</td><td>40%</td><td>77%</td></tr>
<tr><td>GK</td><td>80%</td><td>83%</td><td>72%</td></tr>
</table>
Raise attainment over time in numeracy, based on attainment data and self-evaluations in each of the cluster schools/partnerships, for all children.

Further develop teachers' understanding of progression of knowledge and skills in number.

Support teachers in identifying learners' understanding of number and next steps in learning.

Develop methodology in teaching numeracy using the Phases from the Dumfries and Galloway DNK Framework (Feb 2019)

Increasing teacher knowledge and skills in the teaching of numeracy.

Develop consistency in learning and teaching of numeracy in CDHS Cluster</td>
<td>Staff training – Developing Number Knowledge (DNK) / Sumdog (setting work)

N-P4 teachers and Learning Assistants to be trained in DNK methodology (Feb 2020)

Create a working party to look at existing Cluster plans for numeracy and to tweak to include the Local Authority's DNK Framework (Feb 2019)

Measure impact on teacher confidence before and after training – questionnaire or similar

Measure impact on learning using the Hinge Question assessment before and after a six week block of work with a group of target pupils in each class.</td>
<td>Lead:

Feb INSET – 2 days for Developing Number Knowledge
Nursery and P1 and 2 staff – one day – 6 places booked
P3 and 4 staff – 2 day course – 6 places booked

2 Collegiate Sessions for Sumdog Training / DNK
Resources: Subscription Cost for Sumdog (£1.50 per pupil)
DNK Training (£225 per person)</td>
</tr>
</table>

Improvement Area Back to Contents	**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)**
Cluster Priority 4: Respect for All (including anti-bullying policy & practice) **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 2.1, 2.2, 2.4, 2.6, 2.7 3.1, 3.2	All children will benefit from consistent approaches and processes (Respect for All) across the cluster when dealing with incidents of bullying (in line with regional and national guidance). Improved, consistent understanding from all stakeholders around the promotion of positive relationships and behavior as a form of communication. Children will develop strategies to support increased resilience and assessing risk, leading to improved self-esteem and relationships, building on positive ethos within schools.	Policies to be reviewed and updated through consultation with all stakeholders. Training organised: SEEMIS Bullying module, behaviour management training Evaluation Activities: Focus Groups, Pre/Post surveys, HT Cluster discussions. *Standing item on Cluster Meetings	Lead: PS Training: Pivotal Training (£14 per person) (August INSET x1) Emotion Works Training (August INSET x1) targeted training. Collegiate Sessions within own schools to evaluate own practice and develop revised policy. Respect for All Practitioners Toolkit Resources

Improvement Area Back to Contents	**Outcomes for Learners / School Community**	**Key Tasks**	**Planned Management of Improvement Area**
School Priorities	See PEF Project Planning Sheets 1 – Literacy 2 – Numeracy 3 – Nurture		

Improvement Area Back to Contents	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
Priority 7a - ELC **NIF Priority** Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children and young people's health and wellbeing. **NIF Driver** 1, 4, 5 **HGIOS?4 / HGIOELC QIs:** 1.1, 1.5, 2.1, 2.4, 2.6, 2.7, 3.1	**Health and Social Care Standards** **Revised Personal Plans including PLPs.** To continue to develop Personal Plans to link to and reflect the Health and Social Care Standards. Review Planning Format to focus on Big Book Planning PLPs – revisit recording to ensure that there is an increased focus on identifying key skills and next steps. To involve children more in their PLP to ensure know its purpose and take on a greater role. Review tracking and monitoring to show skills development and attainment over time and to identify next steps more clearly.	Liaison with other settings, Early Years Scotland, Care Inspectorate etc to identify current best practice. Staff training and professional dialogue. Develop Big Book planning format. Develop an individual recording format for key skills (linked to national benchmarks) which shows attainment over time. (See draft exemplar – May 2019 – possible Access format). Observation Training – National Improvement Hub.	Prof read time for staff to familiarise with revised H&SC Standards (INSET) Review on format (1 .5 hours) Research – good practice (1.5 hours) Implement with new families. (ongoing) Evaluate with parents and staff.
Priority 7b - ELC **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing. **NIF Driver** 1 **HGIOS?4 / HGIOELC QIs:** 1.2, 2.2, 2.3, 2.5, 3.1, 3.2	**Extend and improve Loose Parts play both in and outdoors – continue from 2018/19.** Further develop resources and to focus on opportunities to extend early literacy and numeracy skills. **Revisit HOTS for more consistent use by staff.**	Staff personal development – knowledge and skills. Visit other settings. Hots -	Review January 2020.
Priority 7c - ELC **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 5 **HGIOS?4 / HGIOELC QIs:** 1.2, 2.2, 2.7, 3.1, 3.2	**Nursery Management / 1140 Hours** Development time will be required for Nursery Manager (to be appointed) to familairise themselves with ELC setting and management responsibilities including development priorities. For all staff to prepare for introduction of 1140 hours from August 2020.	Time to be given for planning and preparation for 1140 hours. Visit other settings – professional dialogue with colleagues – inwards and outwards. Highlight priority areas – solutions to barriers.	Ongoing review and to have a focused meeting with Authority staff by March 2020 to ensure appropriate plans and procedures will be in place.

PEF Project Planning Sheet **Planned Expenditure (to accompany Improvement Plan)** *Back to Contents*	
Cluster / School	**Castle Douglas Primary School – PEF Priority 1 – Language Interventions**
Rationale for and brief description of Project	• Over 80% of pupils to be on track in Literacy by April 2020 • To reduce the gap between the percentage of targeted pupils (FME) achieving CFE levels in numeracy when compared to their peers
Baseline measures (gap) What evidence do you have that tells you intervention is needed?	Accelerated Reader Star Tests Reading Wise Diagnostics Existing quantitative data from school tracking system PM Benchmarking
Proposed Interventions	• PEF Teacher and PEF assistant to deliver targeted interventions one to one or small groups for reading, phonics and spelling • Continuation of Reading Wise • Pupil engagement events to raise the profile of reading • Invest in PM Reading Assessment materials to inform staff judgement and provide alternative data to Accelerated Reader to draw upon when considering reading ages. • Invest in PM Writing materials to dovetail with the PM Reading materials to help us develop a clear whole-school progression of reading skills. • Continue to implement our new reading scheme in its current form and consider further investment in appropriate texts, Read and Read resources, whole class sets and High Interest Low Ability texts. • Continue to develop the role of the Reading Ambassadors in encouraging reading for pleasure in our school community. • Continue to form links with outside agencies and local authors who can support us in developing our reading curriculum. • Build on the frequency this year's Stay for a Sound sessions during the teaching of the phonics programme in Primary One.
Impact Measurement What evidence will tell you if the intervention has made a difference?	Attainment in reading will improve Robust monitoring and sharing of data with SMT Spelling programme will be adapted for all dyslexic children Clear benchmarking will lead to raised aspirations Increased confidence in pupils abilities Refurbished library will be utilised to enhance teaching and learning
Project Lead	DHT's
HGIOS4 QIs	2.3 3.1 3.2
Additional Hrs	

	(School/Ext) – linked to existing posts		
	Additional posts (School/Ext) Remit for post	PEF Teacher 2 General PEF assistants – Linked to other PEF Priorities	£62,120
	Partner Services		
	Resources/ Equipment/ Materials		
	Other		
		Amount (staff time is combined with PEF Priorities 1-4)	**£62,120**

PEF Project Planning Sheet Planned Expenditure (to accompany Improvement Plan) Back to Contents			
Cluster / School		**Castle Douglas Primary School – PEF Priority 2 – Numeracy and Maths Interventions**	
Rationale for and brief description of Project		To reduce the gap between the percentage of targeted pupils (FME) achieving CFE levels when compared to their peers 80% of pupils to be on track in numeracy by April 2020	
Baseline measures (gap) What evidence do you have that tells you intervention is needed?		Baseline assessments from Sumdog /Samson maths Existing quantitative data from school tracking system	
Proposed Interventions		• Agree baselines assessments and determine pupils in need of support • Maths to become a focus for attainment meetings to discuss impact of SAMSON and track progression • Stage planning sessions will be used to share planning and teaching and learning strategies • Devise ways to celebrate success and achievement in maths • PEF teacher and PEF assistants to deliver targeted interventions • Continue to evaluate resources • Implementation of Dumfries and Galloway Numeracy Framework (P1-3)	
Impact Measurement What evidence will tell you if the intervention has made a difference?		Attainment in numeracy will improve Common approaches in numeracy at all stages Greater teacher confidence in delivering SAMSON maths and meeting needs of all learners Clear benchmarking will lead to raised aspirations Increased confidence in pupils abilities	
Project Lead		DHT's	
HGIOS4 QIs		2.3 3.1 3.2	
PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**		
	Additional posts (School/Ext) Remit for post	PEF Teacher 2 General PEF assistants – Linked to other PEF Priorities	£62,120
	Partner Services		
	Resources/ Equipment/ Materials		
	Other		
		Amount (staff time is combined with PEF Priorities 1-4)	**£62,120**

PEF Project Planning Sheet **Planned Expenditure (to accompany Improvement Plan)** ***Back to Contents***			
Cluster / School		**Castle Douglas Primary School – PEF Priority 3 – Health and Wellbeing (Nurture)**	
Rationale for and brief description of Project		To provide nurture opportunities for targeted pupils (FME) who are not fully engaged with their curricular programme or have identified barriers to their learning.	
Baseline measures (gap) What evidence do you have that tells you intervention is needed?		Wellbeing indicators, Pupil questionnaires, Staff to identify children who would benefit from nurture sessions	
Proposed Interventions		Teacher to deliver targeted interventions on a one to one or small groups to practise and improve a variety of fine and gross motor skills, to have confidence when tackling new tasks, gain confidence, take an active and appropriate role in conversations and be able to use social skills appropriately Breakfast club Computer club Financial support to identified families for school activities e.g. P6 and 7 residential visits £400.	
Impact Measurement What evidence will tell you if the intervention has made a difference?		Improved concentration leading to better engagement with the curriculum Improved wellbeing of pupils Pupils will be able to self-regulate and show resilience Monitor impact of interventions and make adjustments to practice	
Project Lead		Class Teacher (PEF funded cover)	
Ref in Improvement Plan		School Priority 5 Parental Involvement, Self Evaluation and PEF Funding	
HGIOS4 QIs		2.1 2.3 2.4	
	Additional Hrs (School/Ext) – linked to existing posts	Teacher to be released 3 hours per week PEF assistant will supervise breakfast club and computer club	£2800
	Additional posts (School/Ext) **Remit for post**		
	Partner Services		
	Resources/ Equipment/ Materials	Stay and Play Resources	**£200**
	Other		
		Amount (staff time is combined with PEF Priorities 1-4)	**£3000**

CPD Programme : 2019-2020

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Week beginning	Time Resource	Improvement Priority		
19/8/19 and 20/8/19	INSET	Cluster	4	Positive Relationship Training (Pivotal: 19/8/19 & Emotion Works 20/8/19)
16/9/19	2 hours	Cluster	3	Numeracy Focus e.g. Sumdog : Stages meet at different venues
30/9/19	1	*ELC* School	*7a* 4	*PLP / Planning Review* Respect for All – Anti-Bullying / Behaviour Policy
4/11/19	2	Cluster	2	Technologies: Sharing good practice (Bringing good practice / Something I want to try!)
11/11/18	1	*ELC* School	*7a* 3-5	*PLP / Planning Review*
9/12/19	1	ELC School		Self-Evaluation – focus tbc
6/1/20	INSET			TBC
15/1/20	1.5	Cluster	2	Moderation Planning (Literacy / Numeracy & Technology)
29/1/20	1	*ELC* School	*7b* 2	*Outdoor learning / Loose Parts review and next steps.* Technology update (from 15/1/20) and stage planning.
20/2/20 and 21/2/20	INSET	Cluster	3 1	Developing Number Knowledge Training (Nur-P1: 1 day & P2-P4: 2 days) P5-7 Staff: Time to develop L3 (Spanish) IDL sessions
26/2/20	1	School	3	Numeracy Review inc effectiveness of Sumdog.
2/3/20	2 hours	Cluster	2	Moderation Activity (Review Session)
9/3/20	1	*ELC* School	*7c* *3*	*1140 Hours preparation* Small Steps of change – Numeracy feedback.
23/3/20	1	*ELC* School	*7c* *2*	*1140 Hours preparation* Technology review and next steps.
28/4/20	1	*ELC* School	*7c*	*1140 Hours preparation* Self-Evaluation – Cluster and School Improvement Plan 19/20
12/5/20	2	Cluster	3	Developing Number Knowledge Review / Spanish Review
19/5/20	1	*ELC* School	All	Self-Evaluation – Cluster and School Improvement Plan 19/20
26/5/20	1	*ELC* School	All	Self-Evaluation – Cluster and School Improvement Plan 19/20 and 35 Hour Week Agreement

Other School Development and Self-Evaluation Activities	
Week beginning	Focus
26th Aug, 18th Nov, 20th Jan, 30th Mar, 15th Jun	Staff Joint Stage Planning and Evaluation
25th Nov, 16th Mar, 1st Jun	Attainment Reviews (Levels)

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