



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



St Michael's Primary School
June 2019

OFFICIAL

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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



St Michael's Primary School Vision, Values and Aims



Vision

*Working together, we aspire to create a stimulating environment which promotes high quality learning and teaching, providing excellence, equality and equity for all.
Our goal is to equip learners with the skills and confidence they need to reach their full potential and thrive in a global world.*

Respect

Equality and Fairness

Values

Fun

Celebrating Diversity

Honesty

Aims

SUCCESSFUL LEARNERS

Pupils

To participate fully in all learning activities and have respect for others as they share their achievements.

Parents

To be aware of what my child is learning and talk to them about their work and develop things further at home with positive feedback being given for effort.

Staff

To encourage and challenge pupils to "Reach for the Stars" by making learning experiences meaningful for all.

Community

To help and support pupils by encouraging self-confidence and strength of character in engaging with the community and the opportunities it has to offer.

CONFIDENT INDIVIDUALS

Pupils

To believe in yourself and always try your best.

Parents

To provide a solid, secure, emotional foundation which fosters self-belief and belonging.

Staff

To help and support pupils to have a 'can do' attitude by promoting positive relationships within a learning, caring and inclusive school community. Where pupil voice is encouraged and valued.

Community

Through the sharing of mutual values, and by respecting diverse values, help and support the school and its pupils.

RESPONSIBLE CITIZENS

Pupils

To take responsibility for your own safety and behaviour and demonstrate empathy towards others by building and maintaining positive relationships with everyone at St Michael's.

Parents

Whilst celebrating our own identity, we will respect other people's beliefs, culture and property. We will understand that we live in a diverse country and all have positive contributions to make.

Staff

To guide, support and encourage children on their journey through life-long learning with the celebration of a progressive and diverse culture.

Community

To encourage and provide positive role models for children in and out of school.

EFFECTIVE CONTRIBUTORS

Pupils

To be proud to be able to work with all pupils in our class, not just our friends, and respect every member of the St Michael's team.

Parents

To encourage parents and children to express their opinions and work efficiently together as a team to meet challenges positively.

Staff

To support and develop a multi-agency approach to improve learning and encourage enterprise by nurturing creativity and innovation.

Community

To build on community links and develop partnerships which support, encourage and further enhance the work we do.

Reviewed / Updated – March/April 2019

Triangulation of evidence

Triangulation is the process used to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice should involve all school staff, learners, partners and other stakeholders. This process leads to a shared assessment of risk and an understanding of your school's capacity for continuous improvement.

Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Review Date: *Spring 2022*

Review Activities (as appropriate): We worked with learners, parents and other partners to develop and shape a common vision for our school and community through reflection, debate and ongoing consultation. Our vision is firmly based on outcomes for learners and is in line with local and national priorities. The work of our school gains direction from the clear statements of our vision, values and aims which are issued to all Pupils, Parents/Carers when they join St Michael's. We continually revisit and reinforce our vision, values and aims through our events and activities. This, alongside the School Code of Conduct (created by pupils, staff and parents), results in a strong sense of common purpose throughout our school community. We take full account of our School's vision, values and aims when we review our work, implement improvements and shape future direction.

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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 1 <i>Excellence Through Raising Attainment</i> <i>Raise attainment in literacy for all pupils through collegiate moderation and development of resources, pedagogy, planning and assessment.</i></p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p>NIF Driver(s) <i>Teacher Professionalism</i> <i>Assessment of Children's Progress</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of change</p> <p><i>Learning Provision</i> 2:2 - Curriculum 2:3 - Learning, teaching and assessment</p> <p><i>Successes & Achievements</i> 3:2 - Raising attainment and achievement</p>	<ul style="list-style-type: none"> • All staff will participate in individual and collective professional learning which improves outcomes for learners. • Staff continue to engage regularly in professional dialogue to develop collective understanding. Eg having a shared understanding of standards, pedagogy, assessment and strategies for raising attainment in reading. • All teaching staff have engaged regularly both within school and the Dumfries Cluster in reading moderation activities to agree standards and expectations. • An increase in opportunities for family learning to improve literacy. • Accelerate progress in closing the poverty related attainment gap. <p>This session all teaching staff were involved in a Cluster moderation exercise which focused on literacy and allowed them to work with staff teaching from Cluster schools to focus on Holistic Assessment in Reading. On returning to school the staff looked at their forward plans and identified an area to develop their own Holistic Reading Assessment. Staff then came together to share their plans and a wide range of discussion to ok place regarding the types of activities planned. It was both interesting and pleasing to see that no one had planned the same type of task. Staff then completed their planned assessments and completed an evaluation which is now shared on Teachers' Community for everyone to review. These were shared with and the same stage in another school. The time allocated to staff for them to share resources, pedagogy, planning and assessment and evaluations was welcomed by all staff who found this to be of value and are happy for similar opportunities to be available to them next session.</p> <p>Tracking and assessment evidence of identified and targeted pupils in Primary 2, demonstrate that we have made very good progress in raising attainment in reading and writing, with nearly all pupils reading at the appropriate level for their age.</p> <p>Also, this session we had a whole school focus on Reading for Enjoyment, with the school celebrating the Scottish Book Week in November (including the P1-3 Read Write & Count Bags) and linking in with the launch of the National Centre for Children's Literature & Storytelling in JM Barrie's <i>'enchanted land'</i> (Moat Brae). All pupils also, had a focus on the story of Peter Pan, linking it to Media, and participated in our whole school Peter Pan Day. These were all celebrated and shared with parents and families. Having a continuous and enthusiastic focus on Reading and Reading for Enjoyment throughout the year has helped to ensure every child has an equal opportunity to experience the huge benefits that reading and especially reading for pleasure brings.</p>	<ul style="list-style-type: none"> • Continue to provide LA support for targeted pupils to have regular and consistent support with reinforcement of literacy homework. • Continue to maintain high levels of attainment in reading. • Expand on the work we have begun with Moat Brae and use it to once again be a focus for World Book Week which will further increase pupils' enjoyment in reading.

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2.2 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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 2 <i>Excellence Through Equity</i> <i>Continuing to build and embed effective and sustainable approaches and strategies to numeracy across learning</i></p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p><i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p>NIF Driver(s) <i>Teacher Professionalism</i> <i>Assessment of Children's Progress</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:1 - Self-evaluation for self-improvement <i>Learning Provision</i> 2.2 - Curriculum 2:3 - Learning, teaching and assessment <i>Successes & Achievements</i> 3:2 - Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Teachers have a consistent approach in the learning and teaching of numeracy and mathematics. • Learners engage in high quality activities and learning experiences which offer opportunity to raise levels of attainment in numeracy and mathematics. • Effective use of ICT to enhance lessons and develop home-school links • 'Targeted' Pupils' learning is improved through the Maths Recovery approach in numeracy. • Teachers and pupils have increased confidence in the range of strategies used within numeracy and mathematics. • Pupils continue to be clear about their own individual numeracy and mathematics Learning Targets, receiving regular and appropriate feedback on their progress in this area. • Levels of staff awareness of individual pupils' strengths and pace of learning are increased by accessing and interrogating intensive data gathered for 'Targeted' Pupils. • Teachers are confident in using the benchmarking documentation when tracking progress within a level and moderating a level. <p>Through our Pupil Equity Funding we have been successful in improving attainment in Numeracy of targeted pupils, although the most noted area of improvement is the learners' increased confidence in their abilities when tackling Numeracy tasks in school. To ensure this is sustained it is essential those learners are supported again next session.</p> <p>Staff have been proactive in identifying web-sites which pupils can access from home to develop their numeracy skills and links were initially put on the School Website, allowing easy access for all. Unfortunately due to long term absence Clerical staff, for which no cover is provided this had to be put on the back burner in January 2019. It is hoped that we shall be back up to full complement in August 2019 and we shall be able to resume as before. Again for those pupils who do not have internet access available to them out of school opportunities will be made available for them during the school day.</p> <p>At St Michael's there is always a lot of movement of pupils transferring in and out of the school, due mainly to a number of families requiring to move due to long term temporary posts within the NHS coming to an end. Over the last 2 years however we have found that nearly all pupil's transferring in to St Michael's are arriving having made noticeably less progress in the area of Numeracy and Mathematics than their peers within our school. Further interrogation has found that these learners do not have any specific learning difficulties but do not have the confidence to cope with the pace and challenge which is the expectation within St Michael's. To ensure raising attainment for all pupils in Numeracy and Mathematics, it has been agreed for the whole school to take on the Implementation of Developing Number Knowledge – A Framework for Numeracy Programme.</p>	<ul style="list-style-type: none"> • Implementation of Developing Number Knowledge – A Framework for Numeracy Programme. • Review and revise our current Numeracy & Mathematics Planning to incorporate - Developing Number Knowledge – A Framework for Numeracy Programme. • All staff to undertake 2 Day Maths Recovery Training to support and enhance the delivery of Developing Number Knowledge – A Framework for Numeracy Programme • Ensure quality time is given over for staff to identify and share innovative practice and methodology in developing numeracy and mathematic skills

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2.3 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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 3 <i>Excellence Through Raising Attainment & Equity</i> <i>Engaging in Family Learning</i></p> <p>NIF Priority <i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p>NIF Driver(s) <i>School Leadership</i></p> <p><i>Parental Engagement</i></p> <p><i>School Improvement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Learning Provision</i> <i>2:5 - Family Learning</i></p> <p>Successes & Achievements <i>3.1 - Ensuring Wellbeing, Equality and Inclusion</i></p> <p><i>3:2 - Raising attainment and achievement</i></p>	<ul style="list-style-type: none"> Learners and their families have been encouraged and supported to engage in high quality activities and learning experiences which offer opportunities to enhance and builds upon existing core skills, including children's independence and social skills development, communication and literacy, numeracy and health & Wellbeing. Building resilience and beginning to gain new skills/knowledge has helped parents and family be better prepared and able to support their children's learning and develop an increased appreciation of how to enjoy a healthy lifestyle. Family learning and parenting activities has helped to reduce isolation, increase parents' confidence as educators and allowed us to continue to build positive and respectful relationships. Our Family Learning initiatives are leading to stronger home-school links which in turn helps in improving outcomes for all learners. Targeted interventions in Literacy, Numeracy and Health & Wellbeing are in place to support us in closing the poverty related attainment gap. <p>Our plan to organise a whole school event planned for October 2018, where we were going to demonstrate how the partnerships and services we continuously engage with supports our learners had to be cancelled as we had 4 agencies pull out due to a variety of reasons which are reflective of the current climate we find ourselves in eg retirement of trained personnel – with no plans to put in a replacement, general reduction in resources/funding, long term absence of trained staff etc. Nevertheless, we continue to ensure that when engaging with all our different partners throughout the year, it is very well documented in our Weekly Bulletin, which is issued to all parents and available on the School Website, with an emphasis on how our engagement in supporting our pupils in all aspects of their learning embracing the 4 Capacities of Curriculum for Excellence. This year in total we engaged with well in excess of 45 external services, which are clearly documented in our 'Supporting Pupils' Documentation which is shared annually with parents and families.</p> <p>Overall there has been an engagement with parents however we still need to target parents and families who are identified within the Pupil Equity Funding. This will be a key target for next session</p>	<ul style="list-style-type: none"> Use our wide range of parent engagement tracking systems already in place to identify parents and families who are not involving themselves within the school or their child's learning Put in measures to support those families to increase their engagement in supporting their child's learning.

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2.4 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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 4 <i>Planning & Assessment of the BGE</i></p> <p>NIF Priority <i>Improvement in Attainment, particularly focusing on pupils' entitlement to a Broad General Education</i></p> <p>NIF Driver(s) <i>School Leadership</i></p> <p><i>Teacher Professionalism</i></p> <p><i>Assessment of Children's Progress</i></p> <p><i>School Improvement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:1 - Self-evaluation for self-improvement <i>Learning Provision</i> 2:3 - Learning, teaching and assessment <i>Successes & Achievements</i> 3:2 - Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Staff continue to provide a flexible approach to the curriculum; ensuring a broad range of stimulating experiences are provided to enhance Curriculum for Excellence (CfE). • All teachers will have a consistent approach in the learning and teaching and assessment of all curricular areas. • The school has streamlined and simplified approaches to planning and assessment by linking the recently introduced Benchmarks, seamlessly into our Flexible Year Planners which uses an IDL approach to meet the requirements of the BGE (Broad General Education). • All teachers will make effective use of the benchmarking document to support our planning and assessment of the BGE. • Teachers are becoming increasingly more confident in using the benchmarking documentation when moderating a level. • An agreed approach to assessment, tracking and monitoring across the school which informs progress of pupils through the BGE and self-evaluation is now fully incorporated into school planning. <p>Building on the school's very effective arrangements for planning and reviewing children's learning, teaching staff have worked together, discussing and sharing ideas to further develop manageable approaches to linking the Benchmarks to our Flexible Planners for moderating, assessing and tracking coherence, progression and depth in learning for all pupils, through the BGE.</p> <p>This agreed common approach to assessment, tracking and monitoring across the school informs progress of individual pupils, self-evaluation and is incorporated in school planning.</p> <p>Through discussion, it is evident that all teaching staff are confident in using our e-planners, which they all agree has reduced workload and significantly reduced needless paperwork. Staff also voiced that they liked being able to access other class's Attainment Trackers, which allows for them to continuously use moderation to support their planning, without having to impinge on other staffs' time.</p> <p>Though, it is important to acknowledge that all staff view professional dialogue as their most valued moderation tool to support their planning and it was felt this should be recognised within the 35hrs Week Agreement Headings.</p>	<ul style="list-style-type: none"> • Support staff in using their e-planning to navigate through the BGE benchmarks, now linked with the class' Flexible Planner. • Ensure opportunities are provided throughout the session to monitor the updated planning to ensure we are continuing to be mindful of tackling bureaucracy and reducing paper work. • Continue to maintain high levels of tracking and assessment, to support professional judgement. • Need to discuss with LNCT the possibility of updating the 35hr Week Agreement Headings – planning to be changed to Planning & Moderation.

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2.5 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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 5 <i>Whole School Vision, Values and Aims - Review</i> Revisit at both School and Cluster level, involving all stakeholders.</p> <p>NIF Priorities <i>Improvement in Attainment, particularly in literacy and numeracy;</i> <i>Closing the attainment gap between the most and least disadvantaged children;</i> <i>Improvement in children and young people's health and wellbeing; and</i> <i>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</i></p> <p>NIF Driver(s) <i>Leadership</i> <i>Parental Engagement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of Change</p>	<ul style="list-style-type: none"> • Senior leaders within the school continue to provide strong leadership which enables our school and wider community to develop, promote and sustain an aspirational Vision which underpins our continuous improvement. • The Vision of the school continues to be ambitious and focuses on improvements in outcomes for all, where learners are supported to understand the Vision, Values and Aims through the four contexts for learning. • Our school Vision, Values and Aims continue to evolve through ongoing reflection and debate across the school and community, involving pupils, parents, partners and staff, • As a result of this active collaboration, the school and community have ownership of our newly revised Vision, Values and Aims, which are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live, alongside our awareness of current policy and practice. • Through effective leadership at all levels, our school community continues to work together to turn the shared vision into a sustainable reality. <p>Between February and April we undertook a whole school review of our Vision Values and Aims. We worked with learners, parents and other partners to develop and shape a common vision for our school and community through reflection, debate and ongoing consultation. A questionnaire providing opportunities to put forward thoughts on our current Vision, Values and Aims, linked to HGIOS?4 was issued to all stake holders in February 2019. The engagement from our families was very encouraging with an 83% return. We also issued 24 questionnaires to partners with whom we work closely throughout the year, so it was disappointing to only receive 8 returns. The 5 schools within the Cluster were offered the opportunity to respond, however again a poor response with only one school engaging.</p> <p>The Primary 7 House Captains met with the Head Teacher to review the Vision, Values and Aims. They were keen to reduce the number of Values from 9 to 5, so that it would be easier for pupils to be able to remember them. Working with both the pupils and staff we managed to succeed in this task, however there is now a need to work with the pupils next session to develop a clear understanding of these Values and how we demonstrate these in what we say and what we do at St Michael's Primary School.</p> <p>Our Vision is firmly based on outcomes for learners and is in line with local and national priorities. The work of our school gains direction from the clear statements of our Vision, Values and Aims which are issued to all Pupils, Parents/Carers when they join St Michael's. We continually revisit and reinforce our Vision, Values and Aims through our events and activities. This, alongside the School Code of Conduct (created by pupils, staff and parents), results in a strong sense of common purpose throughout our school community. We take full account of our School's Vision, Values and Aims when we review our work, implement improvements and shape future direction.</p>	<ul style="list-style-type: none"> • Continue to ensure that we take full account of our School's Vision, Values and Aims when we review our work, implement improvements and shape future direction.

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2.6 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 <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
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2.1.1 Report on the impact of Pupil Equity Funding

- 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?

Literacy - TLQ

Following last year's success in the TLQ – Talking, Listening and Questioning- programme, we were keen to increase the number of pupils involved and so planned and prepared for two groups to run from August'18 to March'19. We were very focused with class cover being provided every Monday to allow each Class Teacher to work with their identified group for 45minutes and this was followed up with an ASFL Assistant providing two 40 minutes later in the week. So important was it to ensure this programme was intensive with no slippage, the SMT stepped in to cover absences that occurred. This was very successful in that the programme was completed as planned, also when the 2 Class Teachers attended the follow-up session in March'19, they reported back that St Michael's Primary was the only school who had completed the programme and able to bring data for the group to review and discuss.

All pupils activity participated in the small group sessions and appear to have enjoyed the experience. The results, not only for the targeted pupils but all the pupils within the group once again have been very encouraging and staff working with the children, have seen first-hand the positive impact engagement in this programme has had on the pupils' learning. (see below assessments). The 2 pupils who did not make progress in 'grammar' have ASFL Needs, with one of the pupils repeating Primary 1 next session.

Talking, Listening and Questioning Scores 2018/19

Assessments and TLQ programme completed by Miss Todd and Mrs Kirk between August 2018 and March 2019

*Targeted Pupils	Information Score in August	Age Equivalent	Information Score in March	Age Equivalent	Progress in years	Grammar Score in August	Age Equivalent	Grammar Score in March	Age Equivalent	Progress in years
*1	26	4yrs 1 month	33 ½	6yrs 6 months	+2yrs 5 months	18	4yrs 1 month	23	5yrs 3 months	+1 year 2 months
	25	3yrs 11 months	27 ½	4yrs 3 months	+4 months	24	5yrs 9 months	21	4yrs 9 months	-1 year
	21	>3yrs 6 months	34.5	7yrs	+3yrs 6 months	13	>3yrs 6 months	18	4yrs 1 month	+6 months
*4	25 ½	4yrs	30 ½	5yrs 6 months	+1 year 6 months	14	>3yrs 6 months	27	6yrs 6 months	+3yrs
*5	27	4yrs 3 months	31	5yrs 9 months	+1yrs 6 months	8	>3yrs 6 months	27	6yrs 6 months	+3yrs 6 months
*6	29	4yrs 9 months	31 ½	5yrs 9 months	+1 year	24	5yrs 9 months	20	4yrs 3 months	-1 year 6 months
	22	>3yrs 6 months	34 ½	7yrs	+3yrs 6 months	13	>3yrs 6 months	27	6yrs 6 months	+3yrs
	28	4yrs 6 months	34.5	7yrs	+2yrs 6 months	20	4yrs 3 months	26	6yrs 3 months	+2yrs
*9	26	4yrs 1 month	32.5	6yrs	+1yr 11months	18	4yrs 1 month	22	5yrs	+11 months

Pupil comments: Pupil 1 – “I like asking lots and lots of questions, Pupil 9 – I liked working with Miss Todd in a small group. I got to say stuff.

Teacher Comment: Mrs Kirk – TLQ was a very valuable use of time. The results are very encouraging, and I can see clear improvement in the children's communication skills.

Parent Comment: Due to difficulties with speech, my child was reluctant to speak out in nursery, so it is good to see him happily joining in and answering questions.

Literacy – Reading and Writing

In August 2019 a Primary 2 pupil joined us from another school within the DLT. The teacher allocated to support targeted pupils, worked with this child weekly to support him in the areas of reading and writing. Also, LA support, funded to support targeted pupils was in the P2 class, 3 sessions each week to reinforce reading, keywords, phonics and writing. Mrs Thomson, Head Teacher also ran a weekly Homework Club from Oct'18 – Dec'18 and Jan'19 – Mar'19, which the pupil attended every week. At the Homework Club the pupil was supported in reading, keywords and spelling that had been set by the class teacher for homework. In April/May the pupil was also given a weekly session of 1:1 support with Handwriting. (Below are assessments/trackers for the pupil).

Targeted Pupil Assessments 2018/19
Primary 2 Pupil

Name	AGE OCT 18	Oct 18 PM Level	Oct 18 Band	Oct 18 ORT Stage	Oct 19 Reading Age	AGE FEB 19	Feb 19 PM Level	Feb 19 Band	Feb 19 ORT Stage	Feb 19 Reading Age	AGE May 19	May 19 PM Level	May 19 Band	May 19 ORT Stage	May 19 Reading Age
*Targeted Pupil	6.6	3	Red 1	2/3	No Score	6.10	15	Orange 1	6	6.5 years	7.1	17	Turquoise 1	7	7.0 years

Tracking Reading Progress in Primary

Class Teacher: Mrs C Bremner

Please show the levels at which each pupil is currently working

	Early Level		CfE First Level (Oxford Stages 4-11)					
	ORT Stage 1-2	ORT Stage 3	ORT Stage 4	ORT Stage 5	ORT Stage 6	ORT Stage 7	ORT Stage 8	ORT Stage 9
	PM 1-5	PM 6-8	PM 9-11	PM 12-14	PM 15-16	PM 17-18	PM 19-20	
September P2	STAGE 2 Targeted Pupil							
January P2			Targeted Pupil					
March P2				Targeted Pupil				
June P2						Targeted Pupil		

Pupil's comments: I can read lots of books now. I am getting harder and harder words. I can write a full page now, for my news.

Teacher's comments: Wonderful to see a pupil who arrived at St Michael's at the beginning of Primary 2 a non-reader, with a reading age of 'No Score' finishing the year, a confident and successful reader on track for his age. He tries so hard and is enjoying demonstrating the progress he is making within other areas of the curriculum.

Parent Comment: I am so proud of him, he has done really well this year. He will now pick up a book to read at home.

Tracking Writing Progress in Primary

Class Teacher: Mrs C Bremner

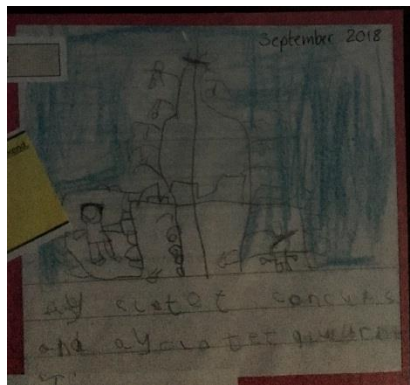
Please show the levels at which each pupil is currently working

Writing Level	E1-E2	E3	E4/F1	F2	F3	F4	F5 or above
October P2 VCOP Assessment		Targeted Pupil					
March P2 VCOP Assessment				Targeted Pupil			
June P2 VCOP Assessment						Targeted Pupil	

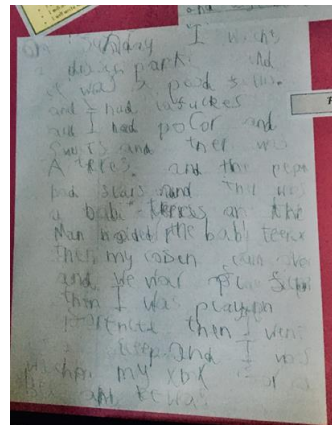
Pupil's comments: I can write a full page now, for my news.

Teacher's comments: It is lovely to look back, with the pupil and parent, at the pieces of writing in September and compare them to the work being produced now. The progress is fantastic to see and a super way to celebrate together, the child's success and achievement in this area of work.

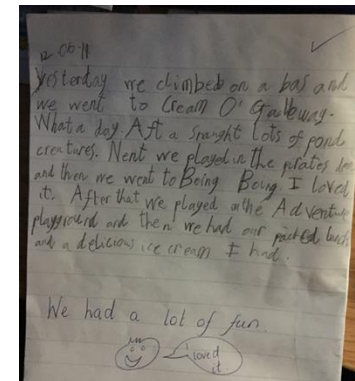
Parent Comment: Gosh, what a difference. It's great to see.



September 2018



February 2019



June 2019

It has been agreed that this pupil has made significant progress and is now on track to achieve First Level in Literacy by the end of Primary 4. Next year, staff will continue to closely monitor progress and the child will be allocated a place at the Homework Club. Also, to continue to build confidence, opportunities will be identified for this pupil to engage in after school clubs eg Cooking Club, Let's Get Sporty.

ASFL support was also put in to the P4 Class, 3 afternoons each week to engage in fun activities to practice/reinforce the spelling words that that had been set by the class teacher for homework and practice set reading. This has been extremely successful in supporting pupil progress in reading, with all identified pupils being able to remain in their reading group and one pupil being moved up a group. Also, weekly assessment results evidence that we have been able to sustain the significant improvements we achieved last year, with all pupils regularly achieving 80% and above each week. Both Literacy Trackers below show improvement in attainment for those targeted pupils over time – 2016/17 – No extra Funding, 2017/18 & 2018/19 - Pupil Equity Funding.

Literacy: Reading – FIRST LEVEL									
	Primary 2 November 2016	Primary 2 March 2017	Primary 2 June 2017	Primary 3 November 2017	Primary 3 March 2018	Primary 3 June 2018	Primary 4 November 2018	Primary 4 March 2019	Primary 4 June 2019
Working Towards Early Level	Targeted Child 2 Targeted Child 3 (Joined us in Aug'16)	Targeted Child 1 (Joined us in Jan'17) Targeted Child 3	Targeted Child 1 Targeted Child 3	Targeted Child 1					
Not on Track		Targeted Child 2 Targeted Child 4 (Joined us in Jan'17)	Targeted Child 2	Targeted Child 2 Targeted Child 3	Targeted Child 1 Targeted Child 2	Targeted Child 1 Targeted Child 2	Targeted Child 1 Targeted Child 2	Targeted Child 1	Targeted Child 1
On Track To Achieve Second Level June 2019			Targeted Child 4	Targeted Child 4	Targeted Child 3 Targeted Child 4	Targeted Child 3 (Left – moved to Edinburgh) Targeted Child 4		Targeted Child 2	ACHIEVED Second LEVEL Targeted Child 2
ABOVE							Targeted Child 4		
Achieved Second Level Working Towards Third Level								Targeted Child 4	Targeted Child 4
Literacy: Writing – FIRST LEVEL									
	Primary 2 November 2016	Primary 2 March 2017	Primary 2 June 2017	Primary 3 November 2017	Primary 3 March 2018	Primary 3 June 2018	Primary 4 November 2018	Primary 4 March 2019	Primary 4 June 2019
Working Towards Early Level	Targeted Child 2 Targeted Child 3 (Joined us in Aug'16)	Targeted Child 1 (Joined us in Jan'17)							
Not on Track		Targeted Child 2 Targeted Child 3 Targeted Child 4 (Joined us in Jan'17)	Targeted Child 1 Targeted Child 2 Targeted Child 3	Targeted Child 1 Targeted Child 2	Targeted Child 1 Targeted Child 2	Targeted Child 1 Targeted Child 2	Targeted Child 1 Targeted Child 2	Targeted Child 1	Targeted Child 1
On Track To Achieve Second Level June 2019			Targeted Child 4	Targeted Child 3 Targeted Child 4	Targeted Child 3	Targeted Child 3 (Left – moved to Edinburgh)		Targeted Child 2	ACHIEVED Second LEVEL Targeted Child 2
ABOVE					Targeted Child 4	Targeted Child 4			
Achieved Second Level Working Towards Third Level							Targeted Child 4	Targeted Child 4	

Both staff and pupils have once again requested that this type of daily support be continued next session, as the impact on the targeted pupils' progress has been significant in closing the attainment gap.

Numeracy

Once again, with a clear focus to closing the attainment gap in numeracy and mathematics we identified and targeted specific learners. Assessments of all targeted learners took place in September 2018 and they were then assessed again in April 2019. This data was collated with their class work and other evidence so that we could establish what impact our intervention had had upon the learners. Targeted learners worked with their maths group for 1 hour a week focusing on areas where assessments evidenced need for improvement. The results have been very encouraging. Learners experienced a focus upon times tables, mental and written methods for addition, subtraction, multiplication and division. They also focused upon fractions, decimals and percentages. There was also a significant focus upon the development of the enjoyment of maths; improving learners attitudes and building their confidence towards maths. Class teachers have observed much more positive and “I can”, attitudes towards maths following the Pupil Equity Funded input. Learners are more willing to engage with maths problems and all targeted learners report that they now not only enjoy maths but look forward to maths! (See assessment results below)

PUPIL A	INCAS P4 September 2018 Prior to Pupil Equity Funding Input			INCAS P4 April 2019 Prior to Pupil Equity Funding Input			Evidence of Raised Attainment
	Age	Maths	Age Difference	Age	Maths	Age Difference	Value Added (months)
MENTAL MATHS	8:4	7:5	-0:11	8:10	8:2	-0:8	+0:3

PUPIL B	INCAS P4 September 2018 Prior to Pupil Equity Funding Input			Evidence of Raised attainment	INCAS P4 April 2019 Prior to Pupil Equity Funding Input			Evidence of Raised attainment
	AGE	Maths	Age Difference	Value Added	AGE	Maths	Age Difference	Value Added
MENTAL MATHS	8:5	5:6	-2.11	N/A	8:11	7:8	-1:3	+1:7

Pupil’s comment (P4): I like working in a small group. I was good so I got moved up a maths group in class.

Teacher’s comments: It is clearly evident that the skills they are gaining from this focused small group session once a week are transferring into all their maths work throughout the week in class.

Parent’s Comment: Will come home and volunteer to recite the multiplication tables and asked to be challenged to see how quickly he can answer sums, even I can remember them that quickly!

The assessment results and the School’s Numeracy & Mathematics tracker below evidence progress over time for 4 pupils who are currently in Primary 6. These pupils were targeted with support last session and the next steps were to continue to build on the good and very good progress with the aim to get them on track for achieving Second Level before the end of Primary 7. One pupil is now on track, another pupil just has to evidence retention over the summer before staff are confident the child is on track and another pupil is has the potential with continued input to achieve Second Level by the end of P7. All pupils are making progress and we are closing the gap.

Targeted Learner		INCAS P5 November 2017 Prior to Pupil Equity Funding Input			INCAS P6 April 2019 After to Pupil Equity Funding Input			Evidence of Raised attainment
		AGE	Maths	Age Difference	AGE	Maths	Age Difference	Value Added
Child 1	MENTAL MATHS	8:9	7:5	-1:4	10:1	9:7	-0:6	+0:8
Child 2	MENTAL MATHS	9:5	9:2	-0:3	10:9	10:10	+0:1	+0:4
Child 3	MENTAL MATHS	9:1	7:11	-1:2	10:5	11:0	+0:7	+1:9
Child 4	MENTAL MATHS	9:2	7:5	-1:9	10:6	8:10	-1:6	+0:3

<i>Numeracy and Mathematics – SECOND LEVEL</i>									
	Primary 5 November 2017	Primary 5 March 2018	Primary 5 June 2018	Primary 6 November 2017	Primary 6 March 2018	Primary 6 June 2018	Primary 7 November 2018	Primary 7 March 2019	Primary 7 June 2019
Working Towards First Level	Targeted Child 1 Targeted Child 2 Targeted Child 3	Targeted Child 3 Targeted Child 4	Targeted Child 4	Targeted Child 4	Targeted Child 4				
Not on Track		Targeted Child 1 Targeted Child 2	Targeted Child 1 Targeted Child 2 Targeted Child 3	Targeted Child 1 Targeted Child 2 Targeted Child 3	Targeted Child 1 Targeted Child 2	Targeted Child 4 Targeted Child 1 Targeted Child 2			
On Track To Achieve Second Level June 2019					Targeted Child 3	Targeted Child 3			ACHIEVED Second LEVEL
ABOVE									
Achieved Second Level Working Towards Third Level									

Pupil's comment (P6): I love Maths. On Mondays I really enjoyed learning new Maths. I am really good at maths now.

Teacher's comments: One thing which is noticeable is the pace in which they now tackle their Maths work in class and how they approach challenging 2 and 3 part questions with increased confidence and independence.

Parent's Comment: When it comes to maths, confidence has always been an issue and can become quite anxious, so delighted know that now on track to achieve Second Level by the end of Primary 7.

Next session we are planning a whole school focus on developing Number Knowledge – A Framework for Numeracy and the plan is to continue to support those identified pupils next session, using Phase Two of the programme to plan and support pupils' learning. We shall continue to have a focus with this group of learners.

Homework Club

Due to the increase in our number of pupils who qualify for Pupil Equity Funding it was not possible to offer all pupils a place. Therefore we targeted the younger pupils who were not receiving any support with Homework at home and so not completing it. This session 8 targeted pupils were invited to attend Homework Club, which took place every Tuesday after school from 3:00pm-4:00pm during Terms 2 and 3. We also allocated two spaces to individual's whose parents had requested support with homework due to challenging behaviour – these 2 pupils were not targeted pupils, At the Homework Club, every pupil has a Primary 7 helper who works with them on a 1:1 basis to hear their assigned reading, complete related written tasks, carry out a spelling/phonics/word pot check-up (both written and oral) and also any numeracy homework. There is usually enough time at the end for pupils to have 10-15minutes to access the computers to link in with websites their teachers have identified to support their learning in areas of literacy and numeracy. This is particularly beneficial for those pupils who do not have access to the internet at home. During Homework Club a snack and drink are provided at 3:30pm, which the P7pupils take turns to organise, thus making it more social for the pupils and breaks up the hour for the more younger pupils. Also, the P7 helpers recruited to assist in helper younger pupils with their homework, build on a variety of identified skills for learning, life and work. All P7 targeted pupils, with the exception of one, signed up to be a helper at the Homework Club.

This year 6 out of the 8 pupils attended nearly every week, one pupil's attendance was fortnightly due to it clashing with a fortnightly appointment and the other pupil, due to other commitments withdrew after a couple of weeks., As well as keeping a register of attendance we also tracked which pupils continued to complete their homework in Term 4, when the Homework Club had finished for the session. (See table below)

*Targeted Pupils	Class	Term 1 Homework Completed	Term 1 Homework Completed	Term 1 Homework Completed	Term 1 Homework Completed
*Child 1	P1	X	✓	✓	✓
*Child 2	P1	Sometimes	Sometimes	Sometimes	Sometimes
*Child 3	P2	X	✓	✓	✓
*Child 4	P2	X	✓	✓	X
*Child 5	P2	X	✓	✓	X
*Child 6	P4	X	✓	✓	Most times
*Child 7	P4	X	✓	✓	X
*Child 8	P5	X	✓	✓	✓
Child 9	P5	✓	✓	✓	✓
Child 10	P6	Sometimes	✓	✓	Most times

*Child 2 – withdrew after 3 weeks

Homework Club is valued by all parents, who will often get in touch to request the support, especially if they find it challenging to get Homework completed. All pupils who attend the Homework Club enjoy the opportunity to get all or nearly all of their Homework completed by the Tuesday night, knowing that they will be able to hand it in at the end of the week and that it is of an acceptable standard. Teachers especially like the Homework Club as it takes the pressure off having to always be pulling up the same pupils at the end of every week for not completing their homework.

The evidence shows however that once the support is withdrawn, completion of homework ceases. Yes, we have had successes which should be celebrated and the pupils have been given recognition of their achievement in homework this session, however if we are to change attitudes towards learning and school more emphasis has to be put on engaging more with the parents so they are on board when the Homework Club finishes in March. We plan to link this in with our Improvement Priorities for next session, as there are other areas where Parent Engagement is lacking for our targeted pupils.

Health and WellbeingBalance Bikes and Scooters -- ASfL Assistant

Every week all of our P1-3 targeted pupils were given the opportunity to access the balance bikes and scooters during morning break and lunch break. Our Pupil Equity Funded LA time was assigned to organising the resources and recording when targeted pupils took part in this activity. Records show that nearly all pupils took part at some point every week, unless they were absent from school. Similar to last year, a couple of the girls rarely engaged as they much preferred their imaginative games with their friends. A little extra money was used to purchase new resources to make their tracked area a bit more interesting and challenging.

In January 2019, both of our ASfL Assistants were absent long term and due to the difficulty in securing cover we were required to use our Pupil Equity Funded ASfL Assistant to cover essential roles such as a pupils' medical needs etc, so unfortunately this intervention had to cease. As one LA is still absent we decided to wait until next session to commence with this programme which the younger pupils thoroughly enjoy.

Before/After School ClubsFamily Running / Breakfast Club - Teaching Staff and LA

This session we continued with our family P5-7 Running Club on a Friday morning 8:10am -8:50am, which was now led by the Mrs Cubbon (PT) and supported by the Headteacher. We averaged 21 children and 7 adults. This club was also extended to include breakfast for the pupils, with donations from local supermarkets and local butcher. On the last run we celebrated our achievements by inviting the adults to come in and join us for breakfast, which was very well received and publicized in the local press and Dumfries and Galloway Life Magazine.

We also engaged, for our third year, with the 'Big Breakfast' organised by the Council to promote cycling to work. All pupils and adults joined us with bikes and scooters. Similar to last year three targeted families engaged in this activity.

Breakfast Club - Winter Terms - Teaching Staff and LA

Such was the success of the breakfast, during the winter, when there is no Running Club, we continued to provide a Breakfast Club for all pupils on a Friday morning. This was a huge success and became ever more popular as the terms progressed. As this was open to all ages, we were able to reach out and support more targeted pupils.

Baking Club – Teaching Staff

In Term 2 P4-7 pupils were offered 3 weeks of Baking Club and in Term 4 P3 were also offered a 3 week block of Baking Club. Following on from the success of last year, the focus was on cooking healthy meals from scratch and throughout the various blocks all targeted pupils in those classes signed up and attended the afterschool Baking Club.

Cooking Club – Teaching Staff

In Term 3 all pupils from P4-7 were offered a 3 week block of afterschool Cooking Club, which saw 93% of our targeted pupils attending. Once again, the experience of cooking club has been a huge success for all targeted learners. For most children this is the only opportunity they have to experience cooking a meal from scratch, using fresh ingredients. The feedback from learners and their families is that the cooking club had encouraged them to try new foods, it gave them different ideas for healthy meals and stimulated conversations about cooking with fresh ingredients. Learners explored the safety elements involved in cooking, learned how to chop, slice and dice foods, learned how to make a range of basic meals, tried new foods and had fun sitting eating their dinner at a table with their family.

Chess Club – Teaching Staff

This lunchtime club was the brain child of our Primary 6 pupils and ran for 4 weeks at the end of term 3 and was open to all P5-7 pupils. Attendance was initially 26 pupils with 8 being targeted pupils, however this dropped to 6 targeted pupils for weeks 2 and 3 and by week 4 only 3 targeted pupils attended. When asked why they had chosen not to attend it appears the lure of the spring weather and football was just too inviting. How wonderful to have choice.

Football – Teaching Staff and Parent Volunteers

The Football Club was offered to P5-7 pupils and took place from April to June 2019, with entry in the Guid Nychburris Football Festival being the finale. This was extremely popular and involved 2 members of staff and 2 parent volunteers coaching every Friday after school and 1 member of staff on a Wednesday afternoon. Attendance was very good with over 15 targeted pupils signing up to participate in this opportunity and showing commitment by turning up each week. The number of targeted girls who participated, increased by 100% from last year.

Life Adventures

This session it was very quickly noted that we had a high percentage of our targeted pupils within our Primary 1 and 2 classes. Following on from discussion, consultation and planning, a day to Mabie Forest was organised. The impact of this 'adventure' was that it allowed the children to: Assess and take risk, Develop social skills, Develop special awareness, Build self-esteem, Have fun, Get fresh air and exercise and Improve fitness. A wonderful day was had by all and it was interesting to note that out of the 10 pupils who went on the 'adventure' only 2 had regular access to a car, so trips such as this are not easy to access.

Supporting Our Pupils

Our Supporting Pupil Document evidences the wide arrange of experiences all pupils, including our targeted pupils are offered throughout the year at St Michael's Primary School. Some of the excursions require a small fee from families, however similar to last session with the Pupil Equity Funding monies we have been in a position to weaver this cost, offering families of targeted pupils financial support for residential trips and day excursions. This has been greatly appreciated by the families involved, many of whom have taken the time to offer personal thanks to staff.

- The school has put in place procedures which ensures transparency and equity in the use of Pupil Equity Funding.
- Through consultation with staff, pupils and parents, the school is able to allocate resources effectively to introduce Pupil Equity Funding improvement priorities.
- We have in place robust systems which allow us to monitor the use and impact of Pupil Equity Funding in closing the attainment gap between the most and least disadvantaged children.
- We work hard to ensure that we are providing rich learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life. By focusing on what is to be learned by all the learners in the classroom, our inclusive pedagogical approach aims to avoid the problem and stigma associated with marking some learners as different.
- Early intervention ensures that children who have difficulties learning receive the help they need as soon as possible and that parents of children are informed.
- Removing barriers to learning – by embedding inclusive practice in every class, with staff responding to difference in ways that respect the dignity of each child in the classroom.
- Raising expectations and achievement – by developing teachers' skills and strategies for meeting the needs of targeted pupils and sharpening our focus on the progress these children make.
- Working with colleagues and Pupil Equity Funding resourced staff to identify successful ways of approaching the difficulties in learning faced by children.
- Delivering improvements in partnership – taking a hands-on approach to improvement so that parents can be confident that their child will get the education and support they need.
- We are committed to unlocking the potential of the many children who may have difficulty learning, but whose life chances depend on a good education.

Please feel free to come into our school to find out more about how engagement in these various initiatives have impacted on our learners by viewing and listening to our interactive book.



2.2 Summary of Key Strengths / 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>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> All staff work closely together to create a stimulating environment which promotes high quality learning and teaching, providing excellence and equality for all. Pupils, parents, partners and staff are all involved in the creation and ongoing review of our School Vision, Values and Aims which are clear, ambitious, and reflective of our school's local context and set the agenda for our planned improvements in outcomes for all. (Reviewed and revised - February 2019) For effective change and improvement to take place within our school, systems are in place which ensure that continual and systematic self-evaluation of our work is embedded into school practice. By regularly reflecting on our current practice, the school vision, values and aims and using quality indicators systematically, as the basis for gathering evidence we are able to make evaluative judgments, which set an agenda for change and improvement. When identifying strengths and areas for improvement we ensure that evidence is gathered from a wide variety of sources and effectively use attainment data to help identify trends and inform decisions. We also carried out a systematic approach to Whole School Self-Evaluation through our Standard and Quality Review, involving all stakeholders, in spring 2018. In taking the school forward we fully recognise our School Improvement Plan to be the document which focuses on excellence through raising attainment and achieving equity and impacts on improving the achievements, attainment and well-being of all learners. Our Vision, Values and Aims laid out in our School Improvement Plan are underpinned by our actions and it is viewed by all to be a working document which is revisited continuously throughout the session. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. Thus, practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. The school is imbued with a collective culture and commitment to improvement by working collaboratively to meet children's personal, social, health and educational needs and provide children with the highest quality experiences and outcomes. Health Days, World of Work Week, Languages Days, Eco-Action Days, World Book Week and STEM are now annual events involving an extensive range of people within our local community. We work hard to continue to achieve these objectives very effectively. The school's own data, corroborating evidence from standardised assessments and evidence regularly scrutinised, indicate that children across the school are making good progress in their learning and are being enabled to do their best. As individuals and with colleagues, all staff evaluate their own class work as reflective practitioners and make improvements. This is achieved through focused evaluations of plans, PRI engagement, peer observations and most importantly continuous professional dialogue. All of which are embedded in the GTSC standards. In our school we use Quality Indicators from HGIOS? 4 as a basis for improvement. Pupils are also encouraged to evaluate their experiences and identify possible improvements e.g. Health Day activities, School Toilets, Curricular Structures, World Book Week engagement, etc 	<ul style="list-style-type: none"> Continue with the school's very effective approaches to planning improvements and leading, managing and implementing change. Continue to share good practice, both locally and nationally and look at ways of using information within learning to plan new learning. Continue increased focus on closing the attainment gap between the most and least advantaged children. 	<p style="text-align: center;">5</p>

2.2 Summary of Key Strengths / 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? (<i>Include evidence of impact.</i>)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring</i> 	<ul style="list-style-type: none"> • The overall quality and range of children's learning experiences in the school are very good, where children's learning experiences are of a consistently high quality across the school. • Effective prioritisation of improvement requirements focused on learning and teaching to raise levels of Attainment, Achievement and Participation. • Learners say that they value their teachers and feel teachers work very hard to provide stimulating activities which help them to achieve their best. Almost all children when questioned through the standards and quality survey in Spring 2018 said they enjoy learning at school. • Nearly all pupils are highly motivated and enthusiastic learners who can talk about and remember their prior learning very well. For example, children can recall and talk about their learning in most of their previous IDL topics very well, providing clear evaluative comments. • Throughout the day, children work very well together, overall, at a brisk pace. They want to do their best for their teachers who set high expectations. They demonstrate that they can work together very well in pairs and groups to complete tasks. • Pupils play a very significant part in their own learning and achievement. They know and understand the learning intentions through conversations and planning with their teachers. They are involved in developing success criteria and the school continues to support pupils to build on this. • The creation and use of PLPs to enhance learning, improvements to engage learners in the language of learning and our SKILL Awards scheme which accredits the wider achievement of pupils have been well received and are now firmly embedded into our practice. These approaches continue to impact positively on all our pupils' approaches towards reflecting on and taking forward their own learning. • Staff continue to be increasingly more confident in recognising and providing valid and reliable assessment evidence at key milestones to report on pupil progress. • Within our school we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum, demonstrating a full understanding that moderation is integral to planning. This is beginning to develop across our learning communities. • Learners' engagement with formative learning strategies is helping all of them experience success and understand why. Home/school diaries, journals, Activity Time Passports and My Journey books all contribute to their drive toward improving achievement and attainment. Children value the conversations they have with their teachers about their skills and progress. • While teachers use the experience and outcomes to plan children's learning and assess children's progress, they triangulate assessments using a range of approaches, including the use of INCAS scores (for identified pupils) and the newly introduced SNSAs. These range of data show that almost all of our children's levels of attainment exceed that of comparator schools in the council. The data also shows clear evidence of value added where children achieve beyond the levels expected of them from standardised tests. We also use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. Though concerns raised regarding pupils' levels of attainment in Literacy upon entering P1 from our wide range of early year providers. • A range of highly effective approaches are in use, including standardised testing, target setting and tracking arrangements, to identify, review and evaluate children's learning needs. All staff see it as their responsibility to identify children across a broad range of needs, including those facing additional challenges such as young carers and those who are looked after and those living with financial hardship. • The Headteacher sets the highest aspirational expectations and has successfully established an inclusive, caring and nurturing ethos that expects, supports, empowers and enables staff and children to develop and achieve of their best. 	<ul style="list-style-type: none"> • A need to engage with our early year providers to share concerns regarding the poor levels of attainment in Literacy our pupils have upon entering into Primary 1 • Learning and teaching approaches including effective use of Bloom's Taxonomy and the embedding of AiFL and Engaged Learning need to continue to be taken forward in classes, with the excellent practice which has been recognised and acknowledged being shared amongst new members of staff. • A need to support the Authority in understanding more fully that moderation is integral to planning and not a separate entity. This needs to be reflected in the 35hr Agreement • A need to continue to agree shared standards and assessment/tracking of attainment within our learning communities. 	<p>5</p>

2.2 Summary of Key Strengths / 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>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Our School's newly reviewed and revised vision, values and aims set out clear expectations for and positive attitudes towards, diversity. We are strongly committed to equality, where the ethos of the school is based on a culture of mutual respect, supporting polite and positive behaviour at all times. • All school staff work with pupils appropriately and they are treated with respect and staff feel that the school, works hard to ensure that pupils know what respect is and that they treat everyone within the school, community and home with respect. • Caring, sensitive and dedicated staff who have a sense of corporate responsibilities towards the pupils and the school has created a very inclusive and nurturing ethos throughout the school where all adults are attentive to children's wellbeing and learning throughout the day. They encourage and instil an ethos of aspiration and determination in children. • Our 'Supporting Pupils' document and weekly 'Activity Time', with supporting Pupil Passport evidences how all staff regularly take the learning out of the classroom to promote positive relationships, behaviour and wellbeing. • Effective deployment of staff ensures support for children's learning and provides a high standard of care and support to children with additional needs. • Children's learning about health and wellbeing is built around the SHANARRI indicators and enhanced by the involvement of partners including social, health and emergency services personnel. Now need to ensure our Journey Books are uses effectively to record and evidence pupils' learning linked to the wellbeing indicators. • Effective working arrangements within the school, and with partnership services ensures that all learners are included in the life of the school. • An inclusive atmosphere throughout the school where pupils, staff, families, partnership services and visitors are all made to feel welcomed and valued. • The school's rigorous arrangements meet the requirements of legislation on supporting learning. • Learners, families and staff are treated with respect and in a fair and just manner. • There is a strong sense of equality and fairness throughout the curriculum and all aspects of the school. This was recognised as a key strength in our recent Standards and Quality review in spring 2018. • All pupils have a sense of identity and pride in the school and are actively involved in school life and decision making. • Diversity is recognised, valued and promoted within our school and community, whilst emphasising what is shared in our values and experiences. • We discuss equality issues openly and constructively, with our pupils demonstrating confidence in recognising and addressing discrimination. • During recent Health and Safety Inspection our approaches to the Health and Safety of the pupils was described as 'exemplary'. The building and in particular the toilets did not fare so well. 	<ul style="list-style-type: none"> • Improve support for vulnerable pupils by ensuring Learning Assistant time is allocated to support the needs of the service, providing a high standard of care and support to children with additional needs. • Need for all staff to attend the General Child Protection – Awareness Raising' training led by the Authority. • Our school approaches to the SHANARRI wellbeing indicators will continue to evolve through increased reflection and debate across the school and community, involving pupils, parents, partners and staff. • Head Teacher to attend 5 day IOSH Training. • Continue to liaise with neighbouring 'new build' schools and access their facilities which are fit for purpose and further enrich our learners' experiences. • Continue to seek funding for renovation of toilets, to ensure we meet legislation. 	<p>4</p>

2.2 Summary of Key Strengths / 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>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<ul style="list-style-type: none"> • A significant number of children in the school require additional support with their learning. Despite this, across all primary stages, children are achieving and attaining very well. • During the year 7 new pupils enrolled, 5 requiring an IEP with 2 EAL pupils having no English and no previous schooling. The impact on our ASfL Team has been significant with pupils requiring support to be withdrawn. • A more robust analysis and tracking of IEP Long and Short Term, Targets has resulted in improved results from 2017/18 when there was a noticeable dip in achievement from previous years. • SNSA Assessment results for session 2018-2019 in P4 and P7 are above both the National Average, which evidences good levels of attainment in literacy and numeracy. • Robust tracking systems are in place, which effectively monitor children's progress and currently evidence that almost all learners are making very good progress from their prior levels of attainment in literacy and numeracy. • Effective deployment of staff ensures support for children's learning and provides a high standard of care and support to children with additional needs. However, long term absence of all trained staff has had a significant impact on our most vulnerable pupils. • 'Reach for the Stars" is inspiring our children to do their best for themselves and the whole school. Continued success in cultural, sporting and STEM events has encouraged the children. Throughout the classes, there is reference to how children are taking forward the values of their school. • Our school tracks every pupil's progress very carefully. Each child has challenging but realistic targets and every child is aware of their next steps in learning and has a meaningful role in reflecting on their progress. Every child has a record of achievement that includes weekly targets with a section where children are invited to reflect on how well they have got on. These records go home every week and are signed by the parents/family and teachers. • The school also has very effective arrangements for monitoring and tracking children's wider achievements, having successfully developed a scheme for accrediting children's skills development and wider achievements which has been recognised nationally as an example of good practice in a recent Education Scotland publication. • Our comprehensive yearbook contains many of the experiences, children participate in beyond the school gates. Sporting and cultural achievement, dancing displays, involvement in support groups and charity events are all documented for children across the school to share. Staff attend as many of the events within the community as they can. • The school has established a culture of high expectations around children's achievements and ways of celebrating and sharing these with the whole school community. Displays and noticeboards around the school, weekly Bulletins, journey books, home/school diaries, school website and comprehensive reports with Long Term Targets ensure that parents and partners are aware of children's achievements and how these link to learning. • Children have experienced regular and continued success at the Rotary Speech Making competition, STEM K'Nex Challenge, Nithsdale Cross Country Championships, Nithsdale Relay Championships and Guid Nychburris Handwriting and Football Competition and Swimming Gala. 	<ul style="list-style-type: none"> • Following the success of our trial this session we shall now transfer all pupil's IEP information onto school format which allows for far easier & quicker access for all staff to read, track and monitor. (No longer reliant on SEEMIS system which is often 'down'). • Continue increased focus on raising attainment and closing the poverty gap for our most disadvantaged children. • Continue to work closely with EAL staff and Interpreters to ensure appropriate and effective support for our pupils. • Continue to • Seek to access more direct support for children/families in crisis, linked to their learning. 	<p style="text-align: center;">4</p>

2.2 Summary of Key Strengths / 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? (<i>Include evidence of impact.</i>)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.3 Curriculum: Theme 3 <ul style="list-style-type: none"> Learning Pathways 	<ul style="list-style-type: none"> Provision of a broad and well-balanced curriculum, which provides flexible learning pathways. Developments to embrace CfE methodology have maintained a good pace, and it is evident in all areas and aspects of the school curriculum. Children value their teachers who they say set high expectations and work very hard to provide stimulating activities which help them to achieve their best. Almost all children when questioned through the standards and quality survey in Spring 2018, said they enjoy learning at school. Children are successfully developing a range of important skills linked to the four capacities, through class projects/themes and whole school experiences, challenges and responsibilities. Children value the opportunities to work with children in different classes and enjoy sharing their work. Shared learning, a range of After School Clubs and Activity Time all make an important contribution to children developing these skills. Activity Time provides opportunities to work with others across the school. Children are very supportive of one another, and consideration is given to ensure everyone can contribute effectively in a group situation. The school has a well embedded sports leadership programme. This works very well and involves children in P6 training children in P5 to become sports leaders and then achieving their award through leading learning with children in P2. The School was awarded the SILVER Sports Scotand Award in June 2016. Children have access to a wide and ever increasing range of after school sports clubs and activities. These include gymnastics, football, rugby, curling, cross country, badminton, tennis, athletics (track) and cycling. Children are performing well in a range of sports as individuals and as part of a team. Children in P6 and P7 make good use of opportunities to take part in residential trips (Kingswood - Hexam and local authority outdoor education resources) which develop a range of skills including independence, self-reliance, resilience and team working. There are activities on offer which challenge children and staff, to test themselves in unfamiliar settings whilst learning new skills. Outdoor learning enables children to explore their local area and the facilities and resources available to them and their families through planned and purposeful visits into the community around the school. (Cycle tracks, Dock Park, Crichton Royal Farm, Georgetown Library, Burns Centre, Dumfries Museum, Moat Brae Literacy Centre, curling/skating rink and Burns House and Mausoleum etc). These visits support what children are learning in class. The school's very effective work on global citizenship has given the children a very good knowledge and understanding of the world and Scotland's place in it, allowing children to demonstrate a very good understanding of complex environmental issues. Class learning is linked to the Global Goals. Learning for Sustainability is central to the school's Curriculum Rationale and is increasingly embedded within our planning, supporting social learning and constructive action. 	<ul style="list-style-type: none"> Need to renew the schools SILVER Sports Scotand Award Continue to sustain the school's very effective arrangements for planning and reviewing children's learning across all curriculum areas to develop manageable approaches for moderating, assessing and tracking children's progress in all areas of the curriculum. Continue to support staff in developing their understanding and confidence in recording pupil progress within the CFE Levels of Attainment. Further enhance transition from P7 – S1 by working together with Cluster Primaries and Secondary staff to review Assessment and Moderation within the Core areas of CFE. 	<p style="text-align: center;">5</p>

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS'24 six-point scale
<p>2.7 Partnerships: Theme 3 Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<ul style="list-style-type: none"> • We use partnership working and team development to encourage families to be involved in their child's learning and in the life of the school. A return of 81% from our Parents Standards and Quality review in Spring 2018, was very positive to gain an overall impression of "How good is our school?". • The parental response to all questions was very positive with almost all (over 86%) answers being strongly agree or agree. • A strong ethos of team work is evident in our school and we engage actively with families, having good levels of participation from families in our work and improvement. • Almost all (92.5%) pupils and their families participate in high quality 3-Way Learning Conversations providing effective feedback which enables them to have a deeper understanding of their child's progress in learning and allows for a far greater input into the planning of their child's next steps in learning. • Through PEF we have been able to put in place more focused interventions which target families who do not engage in their child's learning. The Homework Club, Cooking Club, baking club, Friday Morning Family Running Club, Chess Club, Curling Club, Guid Nychburris Football Coaching Sessions, Gymnastics Club and Tumblers Club were very successful. • Attainment levels at First and Second Level remain stable, with staff effectively using the learning conversations to identify strengths and agree on next steps in learning. • Attainment levels of pupils transitioning into Primary 1 from various early years partners have dropped significantly in the last 2 years, particularly in the area of Literacy. • Our Weekly Bulletins and pupils' individual PLPs (Journey Booklets) ensure that families receive helpful information about their child's progress and are aware of the opportunities and experiences offered to encourage their child to enjoy their learning. Families are regularly given the opportunity to see first-hand through Celebration of Learning events how their child is progressing at school and how much they engage with their learning. • Our innovative Shared Learning Policy supports both pupils and their families in their learning, with parents being informed about what their child is learning at school and how they can help their children at home with their learning. Shared Learning is integral to teacher's planning, with termly planners providing a whole school overview and demonstrating a clear understanding of the school's policy. • All pupils receive homework tasks that are interesting, provide depth of learning and personalisation and choice and also support further learning. Pupils and their family are encouraged to see the value in homework and how it helps in supporting their learning. Most pupils are encouraged at home to do well in school. • Our well-established arrangements for pre-school/P1, class to class and P7/S1 transition help to build parent confidence, improve continuity and ensure progression in the children's learning. • We work closely with our learners, their families and partner services, who provide valuable support to ensure family circumstances, health needs or disability, social or emotional factors which may hinder learning are promptly identified and addressed effectively. 	<ul style="list-style-type: none"> • Increase engagement with identified pupils and families in the engagement in their child's learning. • Re-introduction of our 'Shared Language Learning Bags' to allow pupils and families to share different languages, not limited to the languages learned in class. • Continue and further increase effective use of the new School Website to support and encourage increased parental/ family engagement in their child's learning with links to more websites. • Need to address how our Parent Council can be more representative of all families in the school and their social, economic and cultural backgrounds. 	<p>4</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 20

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

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

Improvement Area	How are you using Pupil Equity Funding to improve outcomes for learners?		Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)</i>
	Outcomes for Learners / School Community	Key Tasks	
<p>School Priority 1 <i>Excellence Through Raising Attainment</i> Raise attainment in numeracy for all pupils through collegiate moderation and development of resources, pedagogy, planning and assessment.</p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p><i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p>NIF Driver(s) <i>Teacher Professionalism</i> <i>Assessment of Children's Progress</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of change <i>Learning Provision</i> 2:2 - Curriculum 2:3 - Learning, teaching and assessment <i>Successes & Achievements</i> 3:2 - Raising attainment and achievement</p>	<ul style="list-style-type: none"> Continue to raise attainment and achievement in numeracy by meeting the needs of all learners; ensuring progression, depth and challenge across all learning. All staff will participate in individual and collective professional learning which improves outcomes for learners. Learners will engage in high quality activities and learning experiences which offer opportunity to raise levels of attainment in numeracy and mathematics. Innovative practice and methodology in developing numeracy and mathematic skills is evident in all classes. Staff engage regularly in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment. All staff will also be engaging regularly in effective moderation activities to agree standards and expectations. St Michael's will also increase opportunities for family learning to improve numeracy. St Michael's will also increase opportunities for family learning to improve numeracy. Achieving Equity by ensuring every child has the same opportunity to succeed. Accelerate progress in closing the poverty related attainment gap. Raising attainment of children experiencing economic disadvantage. 	<p>This session there will be a whole school focus on Developing Number Knowledge: A Framework for Numeracy. (PEF pupils' achievements will also be recorded & collated by Pupil Equity Funding Clerical Assistant)</p> <p>The school has secured 2 Day Maths Recovery Training for 9 Teaching Staff and one Learning Assistant (15hrs to support Pupil Equity Funding) on Thursday 15th & Friday 16th August 2019.</p> <p>This will be followed up with Developing Number Knowledge: A Framework for Numeracy training on Tuesday 20th August 2019 (am) delivered by Authority Trained Personnel.</p> <p>All staff will have the opportunity to visit a same stage class in a DLT school currently using the Programme, to support development of resources, pedagogy, planning and assessment.</p> <p>Additional resources to support the implementation of Developing Number Knowledge: A Framework for Numeracy will be identified by teaching staff and purchased using Pupil Equity Funding.</p> <p>Learning Assistant and Senior Clerical Assistant funded through the Pupil Equity Funding will collate, organise and distribute resources appropriately.</p> <p>Following baseline assessments, identified pupils in all Primary stages will engage in the Developing Number Knowledge: A Framework for Numeracy programme.</p> <p>All pupils who experience economic disadvantage and demonstrate below-average attainment in numeracy, will receive targeted support, through engagement in this programme.</p> <p>All staff will be allocated Learning Assistant time throughout the week, to support this specific intervention in class. Also, have access to SCA time to collate data.</p> <p>Monthly tracking meetings with individual staff and SMT to look at progress, identify good practice and next steps. Oct, Nov, Jan, Feb, Mar and Apr.</p> <p>All staff meet to share good practice, resources and next steps with a focus on what is working well and what needs to get better.</p> <p>All staff will have an opportunity to visit colleague's classes within the school to observe the Developing Number Knowledge: A Framework for Numeracy programme in practice.</p> <p>Throughout the year, via our Weekly Bulletin, all parents will be earmarked to links on our School Website to appropriate 'Numeracy' Websites to support their child's learning.</p> <p>Numeracy events in January inviting parents into school to introduce our 'parent friendly guide' to numeracy at Early, First and Second Level and to observe numeracy in practice – linking learning to the real world.</p> <p>All staff meet to again share good practice, and analyse data to support next steps.</p>	<p>H Thomson Head Teacher</p> <p>Maths Recovery Training Team (2 Inset Days – Days 4 & 5)</p> <p>Elaine Callendar Authority Trained ASFL Teacher (0.5 Inset Day – Day 2)</p> <p>SMT and Pupil Equity Funding will provide class cover. (1.5hrs per teacher)</p> <p>Collegiate Evening (16th Sept'19 -1.5hrs)</p> <p>LA and SCA (Pupil Equity Funded) Mostly Sept'19, then as and when throughout the year.</p> <p>SMT - Cover provided via School Management Time</p> <p>SMT - Cover provided via Pupil Equity Funded</p> <p>LA & SCA (Pupil Equity Funded) (Sept'19 – Apr'20)</p> <p>H Thomson & R Cubbon - SMT Cover –SMT& Pupil Equity Fund</p> <p>H Thomson (Head Teacher) (0.5 Inset Day – 6th Jan'20 Day 3)</p> <p>H Thomson & R Cubbon - SMT Cover –SMT& Pupil Equity Fund</p> <p>All staff & SCA (Pupil Equity Funded)</p> <p>H Thomson & R Cubbon SMT</p> <p>Collegiate Evening (2nd Mar'20 -1.5hrs)</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 20

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

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

Improvement Area	How are you using Pupil Equity Funding to improve outcomes for learners?		Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
	Outcomes for Learners / School Community	Key Tasks	
<p>School Priority 2 <i>Excellence Through Raising Attainment & Equity</i> <i>Engaging in Family Learning</i></p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p><i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p>NIF Driver(s) <i>School Leadership</i></p> <p><i>Parental Engagement</i></p> <p><i>School Improvement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Learning Provision</i> 2:5 - Family Learning</p> <p><i>Successes & Achievements</i> 3.1 - Ensuring Wellbeing, Equality and Inclusion</p> <p>3:2 - Raising attainment and achievement</p>	<ul style="list-style-type: none"> Learners and their families will engage in high quality activities and learning experiences which offer opportunities to enhance and builds upon existing core skills, Literacy, Numeracy and Health & Wellbeing Building resilience and gaining new skills/knowledge will helped parents and family feel better prepared and able to support their children's learning and develop an increased appreciation of how to enjoy a healthy lifestyle. Family learning and parenting activities will reduce isolation, increase parents' confidence as educators and improve relationships. Our Family Learning initiatives are leading to stronger home-school links which are improving outcomes for all learners. Targeted interventions in Literacy, Numeracy and Health & Wellbeing are in place to support us in closing the poverty related attainment gap. 	<p>School Management Team will identify pupils requiring targeted intervention by interrogating collated data from the last 3 years on the following:</p> <p>Pupil attendance – number of absences/lates recorded Parent attendance – Whole School Open Afternoons (Nov and May) Class Assemblies Class home/school link events Parent/Pupil attendance – Meet the Teacher Event (Aug) 3-Way Learning Conversations (Nov and May)</p> <p>Engagement in Homework Club and before/after school and lunchtime Clubs. Engagement in our SKILL Awards Scheme – accrediting Pupils' Wider Achievements.</p> <p>Identified pupils and their families will be invited into the school for a meeting to look at how we can improve engagement and together set achievable goals.</p> <p>School Management Team will each be allocated families to support and put in place plans to improve engagement.</p> <p>For Example : Attendance – SCA arrange meetings with member of SMT & family immediately after an absence or a late arrival to school. Excellent/improved attendance and punctuality celebrated weekly. (Seek input from Opps for All if required) Pupil invites and telephone invite from SMT to events throughout the year which support pupils' learning. If required provide transport pick up for before school Clubs and transport home from after school Clubs. (Seek input from Opps for All if required) Meet with families to support their engagement in our SKILL Awards Scheme. Continued tracking in the engagement of the above will allow us to see improved levels.</p> <p>Expect to have many more once we have consulted with the pupils and their families.</p> <p>School Management Team, supported by Senior Clerical Assistant will track progress and improvement continuously throughout the year.</p>	<p>H Thomson & R Cubbon - SMT (Sept'19) Cover –SMT& Pupil Equity Fund</p> <p>H Thomson & R Cubbon - SMT (Sept'19) Cover –SMT& Pupil Equity Fund</p> <p>H Thomson & R Cubbon - SMT (Throughout the year) Cover –SMT& Pupil Equity Fund</p> <p>LA and SCA funded through Pupil Equity Fund</p> <p>Resources for Extra Curricular Clubs</p> <p>H Thomson & R Cubbon - SMT (Throughout the year) Cover –SMT& Pupil Equity Fund</p> <p>LA and SCA funded through Pupil Equity Fund</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 20

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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	How are you using Pupil Equity Funding to improve outcomes for learners?		Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
	Outcomes for Learners / School Community	Key Tasks	
<p>School Priority 3 GIRFEC <i>Getting It Right For Every Child</i></p> <p>NIF Priorities <i>Improvement in children and young people's health and wellbeing.</i></p> <p>NIF Driver(s) <i>Teacher Professionalism</i></p> <p><i>Leadership</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Successes & Achievements</i> 3:2 - Ensuring Wellbeing, Equality and Inclusion</p>	<ul style="list-style-type: none"> All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. Staff will continue to support children and parents/families to increase their knowledge, understanding and use of the wellbeing indicators as an integral feature of school life. Our school approaches to the SHANARRI wellbeing indicators will continue to evolve through increased reflection and debate across the school and community, involving pupils, parents, partners and staff, As a result of this active collaboration, the staff, pupils and families will know and be able to demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. (SHANARRI) Through effective leadership at all levels, our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. 	<p>All staff will participate in 'General Child Protection – Awareness Raising' training led by Audrey Lawrie, arranged with the Dumfries Academy Cluster, on 19th August 2019 (am).</p> <p>All staff will have the opportunity to refresh themselves with the Authority's Child Protection Policy and Guidelines and the United Nations Convention on the Rights of the Child.</p> <p>SMT will participate in new GIRFEC Training events and opt into GIRFEC Modules under the headings General, Specific & Intensive.</p> <p>Recognising that the wellbeing indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success, all staff will be involved in reviewing and updating our current approaches to the SHANARRI wellbeing indicators.</p> <p>Pupils and parents involved in planning of SHANARRI programme which will ensure our Journey Books are used effectively to record and evidence pupils' learning linked to the wellbeing indicators.</p> <p>All staff review pupil and parent input into the SHANARRI wellbeing indicators planning and finalise whole school approach using Journey Books effectively. Sign-post staff to personal research eg John Bowley, Respect Me, Emotion Works, Better Relationships/ Better Learning, Rights Respecting Schools etc</p> <p>GIRFEC will continue to be placed on Agenda of our fortnightly Staff Meetings and any literature will be shared with staff and parents/carers, as and when appropriate.</p> <p>Head Teacher will undertake IOSH Training, along with Cluster colleagues.</p> <p>New 6 monthly and monthly H & S Inspections will formally begin and all paper work in place for recording.</p>	<p>Audrey Lawrie Authority CP Officer (Inset Day 1 – 19th Aug'19 am)</p> <p>Hilary Thomson Head Teacher (Inset Day 1 – 19th Aug'19 am)</p> <p>H Thomson & R Cubbon SMT (Throughout the year)</p> <p>Lisa Nicoll Collegiate Evening (1.0hr 4th Nov'19)</p> <p>Lisa Nicoll SMT (Nov'19)</p> <p>Lisa Nicoll (Inset Day 3 – 6th Jan'20 pm)</p> <p>H Thomson Head Teacher (Throughout the year)</p> <p>H Thomson Head Teacher (Sept'19 – 25 – 30hrs)</p> <p>H Thomson Head Teacher R Rivero Facilities Assistant (Throughout the year)</p>