



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



School: Applegarth and Hutton Primary
Partnership

Date: May 2019

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

Vision

The Applegarth and Hutton Primary Partnership aspires to achieve excellence and equality in education and is committed to supporting and challenging all our pupils in...

Learning to know.

Learning to do.

Learning to be.

Learning to live and work together.



Values

In Applegarth and Hutton we value every individual and expect them to be **honest, respectful, responsible, co-operative** and **confident**. We provide a positive learning environment where all individuals are nurtured and challenged to succeed. Through reporting, analysing and planning for improvement, we self-evaluate and plan for further improvement to achieve excellence and equity for everyone.

Aims

In our partnership, we provide a rich sustainable learning environment which encourages pupils to experience a variety of learning opportunities within a climate of respect and trust.

Our partnership promotes a positive, nurturing learning culture that recognises each pupil's potential. We build on self-esteem, resilience and strive for progress and achievement at every level.

The core skills of Literacy, Numeracy and Health and Wellbeing are integral to our daily practice which embraces engaging and co-operative approaches to learning.

We set high and realistic expectations ensuring success for all, through working towards appropriate personal and wider achievements and attainment targets. Daily, we develop commitment, responsibility and independence in all our learners.

Creativity, flexibility and innovation are encouraged in everyone through pupil choice and individual learning pathways. We guide every pupil to adapt and cope with change whilst developing their skills for Learning, Life and Work, taking opportunities in our rural environment and beyond, to deliver a rich and meaningful curriculum.

Review Date: VVA reviewed session 2016/2017

To be reviewed ~ session 2019/2020

Review Activities (as appropriate):

- * Parental working group
- * Joint Parent Council
- * Assemblies
- * Staff collegiate and staff meetings
- * Self-evaluation
- * Pupil evaluation

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

2. School Improvement Progress Report

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 Raised attainment in numeracy (mental maths) for all learners</p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children's progress School Leadership Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 3.2</p>	<p><u>PROGRESS</u> <u>IMPACT</u></p> <p>All staff have an increased awareness and understanding of Dumfries and Galloway's Mental Maths Strategies material. All staff are beginning to embed these strategies in to their practice. Mental Maths resources and staff strengths in this area have been shared across the partnership to enhance the learning and teaching of this area at every stage.</p> <p><u>IMPACT</u> The increased understanding of staff allows them to plan and deliver more focused, progressive programmes of work and support individuals more appropriately which will lead to increased attainment over time.</p> <p>All staff are aware of the need to develop mental maths planning that sits alongside our current maths planning to ensure key strategies are taught at appropriate levels for learners and learning/assessment is planned for effectively across the partnership. Numeracy planning for mental maths at all levels is in draft form and are ready to be implemented by all staff across the partnership.</p> <p><u>IMPACT</u> More detailed and progressive mental maths planning ensures that the core skills are taught and focused on alongside the numeracy and mathematics planning for the partnership. It also ensures a highlighted focus on these skills for individual learners, avoiding gaps in knowledge.</p>	<p>All teaching staff to analyse the mental maths results from this session to identify specific areas for that require further resourcing, development work or training.</p> <p>Implement new mental maths planning next session and monitor its use and effectiveness.</p> <p>Agree the final draft of the plans and how they will be used consistently across the partnership... to include any planned recording or assessments that are required.</p>

	<p>All staff regularly assess and record individual learner progress in mental maths and provide a termly percentage allowing for their progress to be tracked termly across the partnership.</p> <p>IMPACT Staff are able to monitor and assess individual knowledge and performance weekly allowing for swift identification of problem areas. This means more meaningful focused inputs or additional practice can happen with targeted individuals promptly. It also means any problem areas can be identified earlier and any children needing challenged can also be moved on at the earliest stage.</p> <p>All learners have been developing their core mental maths knowledge and strategies appropriate to their level through consistent weekly inputs. A daily mental maths programme has not yet been agreed due to differing levels of staff confidence. All learners receive regular weekly inputs consistently at appropriate levels.</p> <p>IMPACT The learners confidence in mental maths is beginning to improve as they can see their individual progress and are becoming more confident in using the key skills taught. The personal challenge and setting of next steps is more child led as they can see what they need to focus on due to regular inputs.</p> <p>All learners are showing an increased confidence in using key mental maths strategies appropriate to their level. Holistic assessments including a mental maths focus have been created by all staff and some were shared at Cluster Level. This sharing identified that staff confidence in creating and delivering Holistic Assessment is not consistent across the partnership.</p> <p>IMPACT The creating of holistic assessments has helped staff see the importance of clear, specific tasks to assess the transference of skills in order for the learners to show confidence. It has identified the need for consistency and further development work across the partnership to ensure all learners are completing these assessments at an appropriate time and that they are only used to assess key skills previously learned in a different context.</p>	<p>Ensure all teaching staff update mental maths data for individual learners on a termly basis and monitor these results during termly attainment meetings.</p> <p>Further development is required to ensure staff confidence increases in creating and delivering effective holistic assessments.</p>
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Predicted achievement of levels of attainment in reading for June 2019 across the partnership...

Stage	Mental Maths	Maths
P1	50%	100%
P4	66%	66%
P7	80%	60%

Percentage of individuals who have shown an increase in their scores over the session. Identifying exact levels would make individuals easily identifiable.

Stage	Increase in Mental Maths
P1	100%
P2	95%
P3	90%
P4	66%
P5	100%
P6	75%
P7	80%

Most parents/carers have an increased awareness of their children's mental maths skills/individual progress through participating in Learning Conversations and taking part in our latest open afternoon where mental maths teaching and learning was a focus. Due to difficulties with Parent Council attendance this session the survey of parental understanding did not formally take place.

IMPACT

The participation in our open afternoon and learning conversation discussions is improving and the parents/carers feel more informed and able to support their child through these. Further work to identify specific support or areas for further information is needed to continue to reach all of our parents and families. The new start of both Parent Council's is already having a positive impact and families want to be involved in the life and work of the school.

A focused parental survey showing their understanding of how to help their child at home with mental maths is required early next session to identify specific areas they need help with to support their child at home in this area.

<p>School Priority 2 Raised attainment in literacy (reading) for all learners at Early/First Level</p> <p>NIF Priority Improved attainment particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children's progress School Improvement Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 3.2</p>	<p><u>PROGRESS</u> <u>IMPACT</u></p> <p>All staff have an increased confidence in how to use our new reading criterion scales to plan, deliver and assess individual learners reading skills. All staff worked collegiately to develop the scales taking cognisance of progression and pace throughout levels. Additional reading resources have been purchased to enhance the learning and teaching of reading across the partnership.</p> <p><u>IMPACT</u> All staff are much more aware of the steps required to progress through a level in reading and the key skills involved. They are have an increased understanding of the depth and breadth of teaching involved in this area which is leading to more effective learning and teaching and the recording of the scales will ensure a more robust tracking of this area across the partnership.</p> <p>All staff assess reading skills termly using the benchmarks. Due to staffing changes at management and class teacher level they have not yet started to use them consistently across the partnership. The reading criterion levels, to show individual termly progress of individual learners, has been added to the partnership tracking ready to use next session.</p> <p><u>IMPACT</u> All staff show a heightened confidence in using the Benchmarks for assessment and achievement of a level. The criterion scales are beginning to develop staff's understanding of the steps needed to achieve the benchmarks for reading. The scales will help to identify gaps in learning and allow for focused teaching inputs.</p> <p>All staff have a growing understanding of the reading skills progression within the level they teach and are all ready to use the scales to assess and record individual progress. HT observations have taken place with almost all staff with a focus on the teaching of reading skills and this has been shared to show good practice and areas for development.</p> <p><u>IMPACT</u> Staff observations have increased staff awareness of how to teach reading effectively and they have opened up professional dialogue between all staff to allow for the sharing of ideas and best practice within the partnership as well as the sharing of resources. Gaps in learning and teaching are beginning to be addressed to allow for a</p>	<p>Fully implement the se of the Reading Criterion Scales across the partnership and agree on assessment/recording timelines for tracking.</p> <p>Individual reading scale results to be uploaded to partnership tracking in the agreed timescale to allow for robust monitoring and tracking of reading skills next session.</p> <p>Development time needs to be set aside next session to monitor the effectiveness of the scales data and how the results are being used to assess/plan for next steps.</p>
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more effective and progressive programme of learning. This is narrowing any learning gaps and allowing for quicker identification of need.

Most learners are developing core reading skills and strategies appropriate to their level. Reading focused Holistic Assessments have been developed across the partnership by all staff and shared Cluster wide for moderation. Family Learning events have also happened in both schools to show how we teach reading and the resources we use allowing us to increase parental awareness of how to help at home.

IMPACT

The development of Holistic assessments is enhancing teacher's knowledge and understanding of security at a level and progression through a level. The core reading skills needed are more at the forefront of teachers planning and delivery which will impact on the children's knowledge and confidence in reading and being able to transfer these skills.

Predicted achievement of levels of attainment in reading for June 2019 across the partnership...

Stage	Reading
P1	100%
P4	66%
P7	60%

Percentage of individuals who have shown an increase in their scores over the session. Identifying exact levels would make individuals easily identifiable.

Stage	Increase in Reading ZPD
P1	50%
P2	95%
P3	80%
P4	66%
P5	66%
P6	85%
P7	80%

Further development is required to ensure staff confidence increases in creating and delivering effective holistic assessments.

	<p>Most parents/carers have an increased understanding of their children's reading skills and progress through participating in Learning Conversations and our latest open session where reading was a focus. Most parents/carers are aware of how to support their child at home with reading and ideas on how to help at home were shared with families during our open session.</p> <p>IMPACT Parents and carers are becoming more aware of how we teach reading, the resources we use and how they can support or help their child at home through the open sessions and discussions they have with staff around progress. The open sessions help to show how the children are taught which is helping the families support children using the same strategies. More information on how families need supported themselves to do this will come from the survey.</p>	<p>A focused parental survey showing their understanding of how to help their child at home with reading is required early next session to identify specific areas they need help with to support their child at home in this area.</p>
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • 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? 	<p>At the start of the session the SMT across the partnership met to identify those individuals who were to receive PEF funding and by using tracking, attainment discussions and HWB information, appropriate interventions were identified and allocated to staff to take the lead on implementing. Due to the small numbers of learners receiving PEF funding, percentages have not been included as these individual learners would be easily identifiable.</p> <p>Additional Learning Assistant Time... Learning Assistant time has been bought for 4 hours every week to enhance and support the teaching and learning of reading/reading skills. They have also worked on the focused delivery of mental maths with identified children. The learners have shown an average of % increase in reading this session and an average of % increase in mental maths scores.</p> <p>Relationship, Sexual Health and Parenthood inputs... Transport for 5 RSHP sessions was purchased using PEF funds to allow all children in our partnership to benefit from increased pupil numbers in each session making each session more worthwhile and enjoyable. This session saw the children going to each school for the sessions (not just the one school as last year) to allow for a more equitable opportunity for all not just the identified children. The larger numbers have allowed the pupils, including our identified PEF pupils, to learn and develop their knowledge and understanding of this area together, supporting the learners to gain a clearer understanding of the topics which the pupils themselves found extremely difficult to engage in when in very small groups. The new resources are more detailed and in depth which has also allowed the larger groups of children to benefit from a more interactive opportunity and more detailed resources that link better to real life.</p> <p>Emotional Health/resilience inputs... Outside agencies were contacted and from some we purchased resource packs to use with identified children and their classes, other agencies came an and delivered workshops across all stages but also with families too. The staff were able to work with these agencies to enhance their understanding of emotional health and how to increases it with themselves, the children in</p>	

their class as well as their families. This allowed the approach to benefit the whole school community not just those targeted children. HWB tracking was carried out throughout the session using the wheels to monitor and track

Nurture Through Maths... Resources were purchased and training was delivered by our Educational Psychologists around Nurture Through Maths. The sessions were opened up to our neighbouring partnership staff too. The resources have been made in to sacks that can be borrowed by families an taken home to use as well as used in class with focus groups of identified children to enhance their numeracy skills. The packs are also helping family members support their children at home with numeracy and related skills. Class tracking shows that almost all of the children that have been identified have shown an improvement in their maths scores individually as a result.

Sumdog intervention... The programme has been sourced on the recommendation of our Educational Psychologist to improve the mental maths skills of identified learners. Others in the partnership will also benefit from this intervention. Due to upcoming staff changes, the training will now be led by one of our PT's in order to have continuity during the transition of staff to roll it out across the partnership. The online system has results that can be monitored and tracked alongside our mental maths booklets to allow for a robust monitoring and tracking of individual progress through the programme.

Active Schools 'Wake Up' Sessions... These were planned at the start of the session to allow for identified children (and all other pupils and families) to take part in a healthy start to the day with the aim being to have those children awake and ready to learn. Unfortunately due to staffing issues and reliability this was unable to continue throughout the year as planned.

Reading resources... Reading resources have been purchased to help identified children develop their core reading skills. The books and resources will also benefit other children across the partnership that may be in their reading group or working at the same level either now or in the future. ZPD scores from renaissance are showing that almost all of the identified children have raised their score this session.

Transport... for partnership trips and Active Schools events has been purchased throughout the year to allow identified children and their classmates attend a variety of experiences and opportunities that they would otherwise have been unable to attend or afford. PEF money also paid for some of the identified children to go to Carlingwark as part of the partnership outdoor residential trip so that they were able to benefit from that opportunity and experience land based sports and hostel accommodation with the others.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i> <i>(EVIDENCE IN BLUE)</i>	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"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>We have been continuing to develop a shared vision, values and aims relevant to the school and its community We are committed to ensuring that we achieve the highest possible standards and success for all learners and share success through assemblies and inserts in our weekly newsletter. All staff show commitment to shared educational values and professional standards ensuring that they are good role models and have high expectations for all.</p> <p>EVIDENCE Partnership VVA poster displayed in every room and distributed to each family. Assemblies have certificates, any wider achievements and wider achievement cheques given out and displayed. All staff have regular meetings and professional dialogue to discuss the life and work of the school and united fronts regarding dealing with any issues/parental behaviours. Signs are displayed regarding no tolerance of aggressive behavior and reminders regarding contact with staff go out in newsletters.</p>	<p>Sharing successes of all learners needs to be more consistent across the partnership and more robust... recording of wider achievement sand tracking these so that the skills for learning life and work that we are planning of implementing instead of Golden Time can help to address any identified areas for groups or individuals that we could provide more appropriate activities and experiences for.</p> <p>With the new team (including the return of the sustentative HT, Acting PT and further changes to staff possibly due after the summer) the VVA needs to be revised and promoted consistently by all through the life and work of the school.</p>	<p>3/4</p> <p>10</p>

	<p>The senior leaders in the school have changed again. They were providing strong leadership which has enabled our school and wider community to develop more positive relationships and has resulted in new Parent Council representatives taking on the different roles with the vision to work more in partnership this coming session. Our vision evolved through reflection and debate across the school and community and as a result of this active collaboration, the school and community have ownership of the vision, values and aims. This does now need to be reviewed and allow for new families and staff to be part of the ongoing reflection taking the VVA forward.</p> <p>EVIDENCE New elected members in each Parent Council. Mel McGill (D&G rep from the Scottish Parent Forum is now attending meetings and supporting parents and families to work positively with each other and the schools. VVA is scheduled to be reviewed this coming session with all partners across the partnership.</p> <p>Strategic planning for continuous improvement has allowed senior leaders to create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change moving forward. The schools take good</p>	<p>Parental engagement in the life and work of the school through increased opportunities identified this session needs to be embedded across the partnership (as identified in School Priority 1 for next session).</p> <p>Involving our partners and wider community links in the creation and promotion of our VVA also needs to improve as we move forward.</p>	
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	<p>account of assessment of risk to ensure we follow through on strategies for achieving change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement by including this in our 35 hour working time agreement. Implementing improvement and change, staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. They are keen to work collegiately and this is now beginning to happen more consistently across the partnership. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change... the work on building resilience and nurture in to daily practice came from identified needs raised by staff.</p> <p>EVIDENCE</p> <p>Mental health focus for staff and families was taken on as an ISL project and Nurture through maths as another with the aim to roll these out across the partnership. Nurture approaches were also sought out by a CT and are being implemented with identified groups of children in both schools. The 35hr Week shows protected time for professional dialogue and collegiate planning.</p> <p>We regularly reflect on and develop our practice taking account of our self-</p>		
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	<p>evaluation and vision for continuous improvement. Due to many staff changes this has been difficult to sustain with all staff and is something that needs to be more consistent and robust next session. Staff and learners engage regularly in critical and creative thinking. As a result, children and young people are developing an increased capacity to respond and adapt to change. We have strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.</p> <p>EVIDENCE</p> <p>Reflection and self-evaluation happens individually at the start of the session with teaching staff helping to show any trends in areas for focused input or strengths that can be shared. HGIOS 4 for staff and pupils and the family engagement toolkit are allowing us to self-evaluate across the board. A calendar that works alongside our parental engagement calendar needs to be created showing staff, pupil and other partners.</p>		
<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> 	<p>Learning and engagement...</p> <p>The ethos and culture of our school reflects a commitment to children’s rights and positive relationships. Our children and young people are eager and active participants who are mostly fully engaged, are developing resilience and interact well during activities. Learners’ experiences are becoming more</p>	<p>Work collegiately and seek best practice further afield to continue to enhance the learning and teaching across the partnership.</p> <p>Organise regular peer observation visits to focus on school improvements, aligning these with any HT observations.</p>	<p>3</p>

	<p>appropriately challenging and enjoyable and better matched to their needs and interests. Learners exercise choice, including the use of digital technology in more areas of the curriculum, and are beginning to take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have growing opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities and events. They are increasingly aware that their views are sought, valued and acted upon.</p> <p>Quality of teaching... Our teaching is underpinned by a shared school vision and values. We use an increasingly wide range of learning approaches to ensure learning is enriched. It is supported by the growing use of digital technologies which the learners are using more independently to support their own learning. Our explanations and instructions are clear. We use a higher level of questioning and engagement to promote curiosity, independence and confidence and to enable higher-order thinking skills in all learners and this has been identified as an area that staff are competent in but needs to be used consistently through all practice. We observe learners closely to inform appropriate and well-timed</p>	<p>Look at digital literacy opportunities that can be embedded in to the curriculum across the partnership... continuing on from the Digital Leaders programme.</p> <p>Learners need more opportunities to lead learning and be involved in the planning of learning experiences. Use our tracking information to ensure all children are participating as fully as possible in and out of school.</p>	
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	<p>interventions and future learning. We use feedback effectively to inform and support progress in learning with individuals, groups, peers and families.</p> <p>Effective use of assessment... Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide increasingly reliable evidence which we use to report on the progress of all children. Across our learning community we are moving towards a more shared expectation for standards to be achieved which is developing as staff work more collegiately (this has been more difficult due to student commitments and staff changes again this session).</p> <p>Planning, tracking and monitoring... We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are beginning to be more involved in planning learning. As a result we have clear information on their attainment across most curriculum areas. This includes for those facing additional challenges, for example care experienced children and those living additional support needs. We use this data to</p>	<p>Higher Order Thinking and Questioning is used across the partnership but this needs to be further embedded in to daily practice.</p> <p>Create an assessment overview taking cognisance of Holistic Assessments.</p>	
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	<p>evaluate the effectiveness of interventions designed to improve outcomes for all learners.</p> <p>EVIDENCE</p> <p>Children’s Rights are included in our HWB programme and their wellbeing at the heart of what we do. Through Mindfulness and the emotional health inputs this session, children are showing more resilience. These sessions included visiting specialists and family engagement to help promote emotional health and resilience across the partnership. Through HT observations children are showing that they know the purpose of what they are learning, what they are learning and how to be successful through the sharing and use of LI’s and SC’s that are mostly differentiated to the appropriate level. The pupils contribute to the life and work of the school through Pupil Council, JRSO’s and the Eco Committee where their views are sought and acted upon.</p> <p>The cogs from our VVA are linked to termly planning with each one being a particular focus each term. Staff use a variety of teaching approaches to suit the needs of individual learners as observed in observations of teaching and learning. These are being shared more effectively across the partnership. Digital technology is in use across the partnership in the form of iPads, cameras, microphones, computers however the IMac needs to be used more creatively to enhance learning. HT observations also saw the use of</p>	<p>Use our tracking information to ensure all children are participating as fully as possible in and out of school.</p> <p>Ensure all tracking is transferred on to the digital workbook for the partnership to allow robust monitoring of all areas of the curriculum.</p>	
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	<p>HOTS across the partnership but this needs to be more consistent and embedded; a target for most staff. Staff feedback is meaningful and timely in jotters, orally, target setting, learning conversations and through a growing use of self and peer assessment.</p>		
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Wellbeing...</p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff feel valued and supported. Our learners benefit from the high-quality education which we provide for our children and young people. Relationships across the school community are becoming more positive and supportive, founded on a climate of mutual respect within a growing sense of community, shared values and high expectations for all. Almost all staff and partners are proactive in promoting</p>	<p>Develop the VVA this coming session to enable all partners, families, staff and pupils to have ownership of these and take it forward through all we do.</p> <p>Further work on Parental Engagement is needed to ensure that we are working positively together to enhance the learning and teaching we provide and the opportunities that are available to work together to improve... see SIP priority 1 for next session.</p>	<p>4</p>

	<p>positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>EVIDENCE Jill Travena inputs and a heightened focus on emotional wellbeing across the partnership along with nurture approaches through maths have ensured learners and some of their families who attended are in a good place to learn and work together. Relationships have been refocused to be positive and supportive across the partnership. Many agencies and other partners/parents are contributing to the school and the curriculum.</p> <p>Fulfilment of statutory duties... We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>EVIDENCE All staff undergo necessary training to ensure that they are able to fulfill their statutory duties with regards to child protection, GIRFEC and safeguarding. Appendix 9 is also available for all visiting specialists or volunteers to read and sign</p>	<p>Have more focused assemblies to show how we can support those in our school community with various needs.</p>	
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	<p>to ensure they also are aware of our policy and procedures.</p> <p>Inclusion and equality... We ensure inclusion and equality is at the heart of what we do for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas using PEF funding, those who are looked after and those with additional support needs.</p>		
<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> 	<p>Attainment in literacy and numeracy... Most learners make good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for almost all learners.</p> <p>EVIDENCE</p>	<p>Continue to work on our teaching strategies and the mental maths work that has gone on this session to embed it in to our curriculum fully.</p>	<p>4</p>

<p>3.2 Securing children’s progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children’s progress over time</i> • <i>Overall quality of children’s achievement</i> • <i>Ensuring equity for all children</i> 	<p>Attainment over time...</p> <p>Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for almost all learners. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system is becoming embedded in to practice and this together with effective interventions ensures continuous progress for learners across the curriculum, including points of transition. The attainment of individuals and groups has improved consistently over time.</p> <p>EVIDENCE</p> <p>Developing holistic assessments and ongoing assessment throughout each term ensures that effective use of this information can be used to track and monitor individuals progress.</p> <p>Overall quality of learners’ achievement... Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community. They are becoming more personally and socially equipped to achieve a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing</p>	<p>Further work on Holistic Assessment is required across the partnership to ensure that these are being created and used effectively and consistently to measure progress and achievement.</p> <p>Include mental maths in to the whole school partnership tracking to allow careful and robust monitoring and moderating of this area.</p> <p>Increase the opportunities for the pupils to contribute to the life and work of the school by embedding the use of How Good Is OUR School across the partnership.</p> <p>Monitor and track participation in wider achievement and skills for learning, life and work.</p>	
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	<p>responsibility for ensuring they continue to add value to their achievements with appropriate support when required.</p> <p>EVIDENCE Achievements are shared at assemblies, in our weekly newsletters and on our Padlet class blogs.</p> <p>Equity for all learners... We have more effective systems in place to promote equity of success and achievement for all our children and young people ensuring what we provide our learners and families is equitable for all. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people show steady gains in attainment over time. Support has been sought for our Care Experience children and identified individuals to help close their attainment gaps.</p> <p>EVIDENCE Identified families are supported with funding for trips such as Carlingwark and additional support or resourcing is put in place to support those who need it in order to fully access the curriculum or opportunities we provide across the partnership.</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Learning pathways... The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning</p>	<p>Look at the curriculum overviews and identify where can be supported by parental engagement or other local businesses and partners but also where digital</p>	

	<p>pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and increasingly through outdoor learning. There is a robust transition programme for children entering P1 and going on to Secondary. There are also transition activities between stages throughout the school appropriate to the needs of individuals. All staff take responsibility for developing literacy, numeracy, health and wellbeing across the curriculum and are beginning to develop digital literacy in their classrooms to support learning.</p> <p>EVIDENCE</p> <p>A 3 year rolling programme across the curriculum is in place and teaching staff with SMT are working on ensuring appropriate pace and depth through the levels.</p>	<p>literacy can be a focus.</p> <p>Challenge that is appropriate still needs to be at the forefront of teachers planning to ensure differentiation is at a level that is manageable but challenging.</p>
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young</p>	<p>Impact on learners...</p> <p>Throughout this session we have worked hard to re-establish our Parent Council's after fractured relationships and begin to build more effective partnership working between home and school with certain</p>	<p>See Priority 1 for next session.</p>

people's learning.

families. As a result we are beginning to improve our learning provision and secure positive impacts for children, young people and families in our community. As a result of building these effective partnerships all our learners will have an increased access to an extended range of learning pathways through which they can enhance their skills for learning, work and life and securing sustainable positive destinations.

EVIDENCE

New Parent Council members elected and in post. Support for the Parent Councils from the region is also in place with Mel McGill.

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Increase opportunities to allow families to be more effectively engaged in the life and work of the school</p> <p>NIF Priority • Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs 1.2 2.5</p>	<p>Pupils, parents, staff and other partners will have shared ownership, and development of, a whole school approach to a Parental Engagement Calendar for the session.</p>	<p>Raise staff awareness of Parental Engagement best practice and the reasons why it is important with all partners, pupils and staff through workshop activities.</p> <p>Use the Engaging Families toolkit to create robust, manageable and appropriate opportunities for our families to be involved in the life and work of the school across the partnership.</p> <p>Implement the use of these plans to enhance and support learning and teaching across the partnership.</p> <p>Assess effectiveness/progress of parental engagement termly with staff, pupils and families.</p> <p>Whole school recording created to monitor engagement from individual families.</p> <p>Staff will hold family learning events to focus on key elements of the learning and teaching of numeracy and literacy to</p>	<p>Development Time... all teaching staff 1 x session Term 1 (to plan/raise awareness of Engaging Families toolkit)</p> <p>Share toolkit at Parent Council meetings (and plan for delivery)</p> <p>Development Time/PT time Termly 4 X sessions CT planning Time at the start of every term.</p> <p>CT planning Time HT monitoring of attendance HT observations Oct 2018 Peer observations Feb 2019</p> <p>Development Time... all teaching staff 2 x session Term 2</p>

		<p>help show families how we teach this area and what they can do to support their child's learning at home.</p>	
<p>School Priority 2 Develop the creation and implementation of Holistic Assessment in literacy and numeracy</p> <p>NIF Priority • Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3</p>	<p>Teachers will demonstrate an increased confidence and understanding on how to improve the creation, delivery and assessment of holistic assessment in literacy and numeracy.</p>	<p>All teachers in the partnership will work collegiately to plan appropriate holistic assessments and work with Cluster colleagues to enhance the creation and planning process.</p> <p>Integrate holistic assessment results in to an assessment overview and partnership tracking.</p> <p>Teaching staff will moderate the assessment of these tasks to ensure robust assessment information is being gathered and used to plan for next steps.</p>	<p>1 X INSET for all teaching staff</p> <p>2 X partnership collegiate</p> <p>1 X Dev. Night Cluster - teaching staff from another partnership</p>

<p>School Priority 3 Design and implement a new Respect for All partnership policy</p> <p>NIF Priority • Improvement in children and young people’s health and wellbeing</p> <p>NIF Driver School Leadership</p> <p>HGIOS?4 / HGIOELC QIs 1.3 2.1</p>	<p>Pupils, parents and staff will have shared ownership, and development of, a whole school approach to Respect Me approaches.</p> <p>Our new Positive Behaviour Policy will be created.</p>	<p>Trained staff to share Respect Me training with the whole school partnership staff.</p> <p>Write a positive behaviour policy for the partnership and implement it.</p> <p>Roll out the new policy and display/raise awareness of it at an open session.</p> <p>Staff member to attend Respect Me and Rights Respecting Schools training.</p> <p>Engage with all stakeholders through focus groups and surveys.</p> <p>Remove Golden Time and replace it with Skills for Learning, Life and Work opportunities across the partnership to enhance and support our new positive behaviour policy/strategies.</p>	<p>Pupil meetings 1 per term</p> <p>Parent sub group meetings</p> <p>Staff training x 2 collegiate</p> <p>Open Session X2</p>
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