



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



**Auchencairn and Borgue Partnership
1st June 2019**

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Borgue Primary School

Borgue Primary is a welcoming school where all pupils are inspired, challenged and nurtured to be the very best they can be. Everyone in our school and community is friendly. Everyone is included, respected and treated fairly. In our learning we work hard to explore, discover and be creative in an active, fun and safe environment. We look ahead to using new technologies and developing life skills needed for us to grow and learn in the future.

Explore, Discover, Create

Auchencairn Primary

Our vision is to make a happy, safe, friendly and caring school community where everyone is included, treated fairly and equally. Everyone is valued for their contribution to the life of school and learning in the wider world. Learning is fun, creative and challenging preparing children with strong Literacy, Numeracy and Technology skills which they will need as successful 'Life Long Learners' in a future world

Review Date: May 2020

Review Activities *The school Values, Vision and Aims have been reviewed and completed in May 2018 with pupils, parents, staff and members of the community. Parents were involved in discussing with pupils, what a vision is and what it means for the school community. The design and images on the school badges have been shared and discussed building on the ownership and understanding of what is important to the school and its locality. Both schools have been creating new affirmation' mottos' to support their vision and values.*

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><u>School Priority 1</u></p> <p>Science (Cluster)</p> <p>NIF Priority Improve attainment Improve employability skills</p> <p>NIF Driver Teacher professionalism School leadership Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.2, 1.3, 2.2, 2.3, 3.2</p>	<ul style="list-style-type: none"> • Staff have been empowered to develop their leaderships role by leading Science in the school and working across the cluster. • Lead teacher has attended the SSERC training and developed their knowledge and understanding. • Cluster lead teachers have led staff training to cascade the knowledge which has enhanced skills and subject knowledge of staff. – Twilights and two INSET days – all staff are motivated and committed to the programme. • Lead teachers are developing a Cluster programme for science ensuring better coverage of E's and O's for all pupils. – All staff are delivering the lessons giving pupils greater access to the science curriculum. • Staff report positive feedback from pupils, staff have observed higher motivation and pupils engagement leading to good understanding of the topics covered • Pupils say they enjoy the lessons and are learning more about science. • SSERC and Edina Trust Fund money has increased school resources across the levels. • PT has attended the D&G STEM Day at The Bridge and the SSERC 	<p>SSERC leaders to continue to develop the Cluster programme over the year.</p> <p>Staff to engage in training relating to the next two years of the programme.</p> <p>Moderate learning outcomes across the cluster.</p>

	<p>Science Conference which has been shared with staff including suggestions of new resources</p>	
<p><u>School Priority 2</u></p> <p>Moderation (Cluster)</p> <p>NIF Priority Improve attainment</p> <p>NIF Driver Teacher professionalism Assessment of children's progress School improvement</p> <p>HGIOS4 / QIs 1.2 2.2 2.3</p>	<ul style="list-style-type: none"> • Cluster twilight moderation of literacy (November) with all primaries and secondary school. This has given staff greater confidence in awarding levels in writing and makes for a more consistent approach to assessment across the cluster. Third level examples are included in the Moderation folder • Assessment sheets show next steps in learning giving pupils a clear pathway of progression. • All primary pupils tackled a math's problem at different levels developed by cluster staff. This was a step towards moderation in Maths across the cluster. Feedback and evaluation is timetabled for later this year. 	<p>Continue to develop moderation of mathematics across the Cluster.</p> <p>Develop science moderation as part of the Cluster SSERC science work.</p> <p>Continue to develop the whole school tracking spreadsheet.</p>
<p><u>School Priority 3:</u></p> <p>The Curriculum Cycle</p> <p>NIF Priority Improvement in attainment, Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver School leadership Parental engagement Assessment of children's progress School improvement</p> <p>HGIOS4 / QIs 1.1 1.3 2.2 2.3 2.7</p>	<p>The Curriculum cycle has been reviewed and shared at partnership collegiate sessions. Learning bundles of Experiences and Outcomes have been refreshed</p> <p>Benchmarks have been added to Literacy and Numeracy formats as a guide to support teacher planning and pupil progress.</p> <p>Partners list added to the Curriculum overview</p> <p>Science learning is now a standalone subject and Science topics removed from the IDL themes.</p>	<p>Review at end of Term 1 for consistency in use across the partnership</p> <p>Look at the Benchmarks for HWB</p> <p>Continue to add new Partners</p> <p>Monitor timetabling to ensure curriculum balance and Science within weekly teaching plan.</p> <p>Add a list of Careers and Partners to support and enhance</p>

<p>School Priority 4:</p> <p>Developing The Young Workforce Improvement in employability skills</p> <p>NIF Priority School leadership Parental engagement School improvement</p> <p>HGIOS4 Qis 2.2 2.7 3.3</p>	<p>Pupils, parents and staff have been introduced to 'Developing the Young Workforce' by collegiate sessions, school assembly and Newsletter Term 4.</p> <p>All staff link aspects of some learning to specific jobs during their lessons, but not in a consistent, planned approach. Partners visiting the partnership are always asked to explain to pupils a broad description of their job and link to school learning e.g. the Female Engineer for the Gas Pipeline –talked about her important knowledge of geography, math and science including problem solving with her team.</p> <p>All pupils have completed a DYW 'World of Work' survey to find out pupil career interests as well as careers they would like to learn about. HT attended SCEL DYW day with Dalgety Bay Primary leading the DYW programme.</p> <p>All parents were surveyed about DYW. Parents identified, Lifelong learning, life skills, ambition and future learning skills as the most important areas to learn about within careers education. 35% Parent Survey Response across the partnership 15% families would like to be involved in Parent WOW demonstration day.</p> <p>HT advertised a post for Assistant Head Teacher within P5/6/7. All 8 pupils who applied in writing were interviewed and then completed 1 day as AHT. 4 x P7 pupils were successful at Borgue. Interview feedback was given to all pupils.</p> <p>Develop 'creativity' in early digital technology skills. Two teachers attended the Digital Literacy STEM session which was inspiring. Most staff are unsure about how to build on Digital Literacy in school & review digital resources across the partnership.</p>	<p>Identify and list jobs/careers across the Curriculum cycle. Identify Partners to be part of lessons linking careers and learning.</p> <p>Arrange for a WOW Careers Day led by parents</p> <p>Create a Parent & Pupil Career Council group in August 2019</p> <p>Organise a Careers week in Term 3</p> <p>Assistant HT posts to continue</p> <p>Arrange a STEM 'Digital Literacy' session/twilight for staff to attend to build their capacity and knowledge. Complete staff 'digital literacy' self-evaluation.</p>
<p>School Priority 3</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children;</p> <p>NIF Driver School leadership Teacher professionalism</p>	<p>Tracking and monitoring programme is in place and has been updated to include B, S, G, and V for progress within a level.</p> <p>A monitoring Calendar has been successful with shared responsibility in SMT for monitoring of curricular areas Literacy and Science.</p> <p>A Partnership Moderation Framework has been used to ensure a timetable of assessment (SNSA, Schonnel spelling, Pm Benchmarking, MALT, Writing) across the partnership for consistency of assessment and measures of progress. Almost all staff have assessed at the planned times.</p>	<p>Continue to improve T&M to include all new assessments.</p> <p>Evaluation of T&M Programme Identify barriers to attainment Wider Achievements</p>

Assessment of children's progress School improvement Performance information HGIOS 4 / QIs 2.3 2.4 3.1 3.2	Pupil evidence folders have been reviewed with agreed collated pieces of work	
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2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

Literacy:
Accelerated Reading (AR)
 Almost all pupils say they like Accelerated Reading, showing increased reading from most pupils. At APS all 25 pupils from P3-7 take part in AR % have achieved AR Reading awards this year including 2 FME pupils. All awards are celebrated at assemblies weekly and displayed in class. At BPS AR is at the early stages, all 27 pupils from P3-P7 are included and have completed Star Reader Assessments. The Borgue library is finally being renovated into a more pleasant and positive reading environment with over 150 new books (Parent Council and local Donator). A Borgue 'Pupil Library focus group has reviewed the current library and made suggestions for further improvements which have been acted upon.

Learning Assistant (Auchencairn only)
 In APS, additional Learning Assistant support was 15 hours per week (4 terms) in P1-3 for Literacy. ; The APS TLQ group for 3 pupils has made very good progress this year. The additional hours have been used to enable targeted interventions in the Early Years, with a strong focus on Literacy including TLQ groups (20 week), daily reading, spelling and tricky words and Lego Therapy for listening and talking and social group skills. In Maths and Numeracy active sessions have been led by the LA. The Learning Assistant has also been leading sessions on developing fine motor skills to support improving letter formation
 In P4-7 additional Learning Assistant support was 6 hours per week (3 terms) this has been used for extra daily reading and Clicker 7 writing and spelling activities for 2 x FME pupils.

Talking Listening and Questioning at Auchencairn Primary.

FME (Closing the Gap)	Start Age	Info Pre	Info Post	Grammar Pre	Grammar Post	Finish Age
Pupil *	5:04	3:11	6:09	4:02	6:03	6:00
Pupil **	5:01	4:09	7:09	5:02	8:00	5:08
Pupil ***	5:11	4:09	6:08	4:01	6:11	6:07
(NO FME PUPILS IN THIS GROUP)						

Observations by Teacher and Learning Assistant

- Increased confidence in talking aloud
 - Volunteering to answer questions in class
 - Increased talking with pupils in a planned activity
- Increased vocabulary, early evidence in writing

All P1-3 pupils were assessed across the partnership. A small group of 3 Auchencairn pupils successfully completed the TLQ 20 week programme. All children achieved at least their chronological age for information and grammar at the end of the 20 weeks. Borgue P1-3 pupils were assessed but were not in the range for TLQ.

Equity: Lockerbie Manor Residential

Two FME families (3 pupils) were offered full financial support to take part in The Lockerbie Manor residential trip with their peers. Only one family accepted the funding; alternative options to enable pupils to experience outdoor activities/learning were offered but also declined. Across the partnership, four further families with two siblings attending Lockerbie Manor (at the same time £280 per family), were also supported with PEF paying for one of the two sibling places ensuring equity of opportunity for all.

Afterschool Clubs

At APS 46% of the school role travel on D&G School transport provision. A second school run financed by PEF for Music and Sports clubs has enabled almost all pupils to attend a club; this also addresses rural poverty and lack of transportation either public or by family car.

Lego Therapy

Across the partnership, Lego Therapy groups have successfully targeted individuals to support listening and talking skills, build peer relationships and confidence. 80% of FME pupils have been taking part in the Lego Therapy. Almost all pupils said 'they enjoyed working in their groups and said they had improved at listening to each other, it was tricky describing the small shaped pieces of Lego.' Feedback has indicated that larger piece sized kits for P1/2 pupils are needed for next session. Pupils from P1-P7 have demonstrated increased confidence and self-esteem while working in planned small groups which is evident from pre-post questionnaires.

Home Learning Kits

All pupils have been provided with a Home Learning Kit (HLK) for the second year enabling all pupils to have resources at home encouraging additional literacy and numeracy learning with parents/family. Following written feedback from the end of Year One, all HLK were topped up with supplies and learning booklets to aid

	<p>parents with learning at home. In the survey 78% of family replies said they had used their HLK at least twice a week with learning at home. Almost all children indicated that they used the kits in particular the whiteboards for spelling activities.</p>
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2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<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. 	<p>All pupils, parents and staff have been involved in the creating of the vision and values of each school via pupil led groups and staff collegiate sessions. Almost all staff has an understanding of the social, economic and cultural context of the school. Values are shared positively through school assemblies, staff modelling, school displays, minister visits and positive behaviour. Both schools create a very positive and welcoming ethos as commented by partners and visitors to school. All staff are committed to the school values and demonstrate/model this in their professional capacity in school. All staff are committed to doing their best for the pupils and school community. Pupil behaviour is good across the partnership.</p> <p>All staff engage in professional dialogue and regular collegiate learning. Staff use self-evaluation 'Looking Inward' to reflect on their own practice. A Monitoring Calendar led by HT and PTs is used for jotter & diary sampling, moderating class work between levels and age groups for differentiation, teaching observations and pupil focus group meetings. Written and verbal feedback is provided and improvements identified. The school climate supports all staff members to be able to suggest and initiate positive change, improvement and working together for collective change. All staff are involved in the SIP and work hard to implement change. Evaluations are gathered from all stakeholders through surveys, questionnaires, focus groups, Pupils Councils, Pupil Voice and Parent Council meetings. The results of these are used to inform next steps in decision making. HGI Our School 4 has been introduced this year and requires further discussion with pupils and staff.</p>	<p>Several changes in teaching and promoted staff require the Visions, Values and Aims to be further shared and embedded in school next session.</p> <p>Continue to develop HGIOur School 4 with pupils.</p>	<p>4</p>

	<p>policy and uses activities during the annual Anti Bullying week across the partnership to reinforce the anti-bullying messages as well as across the year. Senior pupils took part in learning about what ‘Bullying looks like, feels like and sounds like.’ The impact is that pupils reported having a greater understanding. Pupils took part in assemblies and made anti-bullying posters. HT has completed new “Respect Me Training” (March 2019)</p> <p>All children are included and treated equally. We always endeavour to remove barriers to learning and or participation in any event for pupils with additional support needs, care experienced and EAL pupils and their families to become part of the school community.</p> <p>The Partnership has been very successful at raising funds (Tesco’s 2 awards APS £7000 and BPS £4000) to develop the outside school learning environment for outdoor learning and physical activity as well as social areas and seating.</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>Refreshed Literacy planning has been completed for consistency across the partnership. Comprehension and Grammar schemes of work have been updated. Accelerated Reading has been introduced at Borgue and all pupils have completed the first Star Reader Assessment. This will provide future evidence of reading age and SS. All staff use the Cluster Big Writing criterion scale for assessment in line with Literacy Benchmarks. Almost all children have achieved in reading and writing attainment. Over time children have made good progress in their literacy learning.</p> <p>Using TLQ targeted intervention at Auchencairn, all pupils made very good progress at the end of the 20 week block. Pupils achieved a gain between 1yr 11m and 3 yrs. (see Table on PEF Section)</p>	<p>Update Partnership Literacy Policy.</p>	<p>4</p>

Partnership Results Achievement of a Level (AOL)

Partnership		P1	P4	P7
Reading	A	86%	75%	50%
	B	100%	75%	66%
Writing	A	86%	75%	50%
	B	100%	75%	66%
List & Talk	A	86%	100%	50%
	B	100%	100%	100%
Maths	A	86%	75%	50%
	B	100%	75%	66%

AOL attainment is very good in Primary 1 this year with strong success in Primary 4. Next year all SNSA Assessments for P4 and P7 pupils will be brought forwards to take place in Term 1. This will support early identification of individual pupil's next steps in order to achieve their level at the year end. (Small Primary classes and ASN needs have impact on the AOL % results.)

All pupils from P2-P7 completed MALT assessments with 85% achieving a standardised score of 100+.

For Transition purposes, this year all P7 results for MALT and SNSAs have been shared across the Cluster with KBT Academy to provide collated information for new S1 pupils in more accurate differentiated learning groups.

Staff make good use of assessment information which has been increased this year in order to make more accurate measurements of pupil progress. All staff are confident at using the data information which is consistent across the partnership.

All wider achievements are recorded twice per year to monitor wider opportunities. All wider achievements are celebrated in school assemblies and photograph wall displays. All pupils are encouraged to take part in active schools afterschool club which is evident in the results below. Additional PEF minibus transport at Auchencairn supports 46% of school who travel to school this way, enabling them access to these clubs. Outdoor learning is promoted across the partnership using the school grounds and woodland by a neighbor and parent.

	<table border="1"> <tr> <td>AUCHENCAIRN</td> <td>PUPILS (36)</td> <td>FME PUPILS (5)</td> </tr> <tr> <td>Active Sports Afterschool Club</td> <td>85%</td> <td>5 (100%)</td> </tr> <tr> <td>Wider Community Clubs Swimming, Music tuition, Karate Rainbows, Ballet, Football & Rugby Training, Disability Track Racing, Go Karting</td> <td>63%</td> <td>5(100%)</td> </tr> <tr> <td>BORGUE</td> <td>PUPILS (33)</td> <td>FME PUPILS (0)</td> </tr> <tr> <td>Active Sports Afterschool Club</td> <td>85%</td> <td>0</td> </tr> <tr> <td>Wider Community Clubs Swimming, Music tuition, Karate, Archery, Magical Gathering</td> <td>69%</td> <td>0</td> </tr> </table>	AUCHENCAIRN	PUPILS (36)	FME PUPILS (5)	Active Sports Afterschool Club	85%	5 (100%)	Wider Community Clubs Swimming, Music tuition, Karate Rainbows, Ballet, Football & Rugby Training, Disability Track Racing, Go Karting	63%	5(100%)	BORGUE	PUPILS (33)	FME PUPILS (0)	Active Sports Afterschool Club	85%	0	Wider Community Clubs Swimming, Music tuition, Karate, Archery, Magical Gathering	69%	0	<p>Look at provision of wider clubs for almost 40% who do not experience activities out of school.</p>	
	AUCHENCAIRN	PUPILS (36)	FME PUPILS (5)																		
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<p>We promote equity for all our children and ensure that no pupils are disadvantaged. We monitor the 'cost of the school week' for families, subsidise all pupil trips, use PEF for transport costs and ensure barriers do not prevent access to any school related event or activity</p> <p>Home Learning Kits (PEF) for every pupil has been very successfully used at home to support parental engagement and learning together for almost all families.</p> <p>The Tracking and Monitoring system is in place and all staff have taken part in tracking meetings to discuss pupil progress and identify next steps to ensure further achievement. Staff have been introduced to the new assessment language of 'beginning, some, good and very good progress.' This is being linked in the T&M programme for consistency.</p>																					
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Our Curriculum has been updated and continues to develop and improve. The principles of curriculum design are used to ensure all pupils receive the expected experiences and outcomes for each level of learning. The curriculum is flexible in order to meet the needs of individuals (remove barriers) and support their learning. This year the changing of staff has impacted on the 'Forest skills' learning at Borgue. All staff use the local environment and community to enhance learning experiences for pupils.</p>	<p>Continue to develop regular outdoor learning experiences & opportunities with resources in the curriculum.</p> <p>Digital Literacy capacity and capability needs to</p>																			

	<p>All staff used a variety of ICT, whiteboards, iPads. Further understanding and L& T of digital literacy in the curriculum is needed</p>	<p>evaluated</p>
<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>	<p>The Partnership engages with and works successfully alongside a wide and growing number of partners & agencies including the School Dentist, Police and Operation Safety, ChildLine, Feis Rois (Music), RHET, Tesco’s and local businesses, Sports providers-Curling in Dumfries etc. We take part in al KBT Rotary events over the year Youth Speaks, Spelling Bee (Borgue 1st Place), Quiz Team and Rotary Art with winners across the partnership.</p> <p>Ten Parent and community volunteers have supported learning regularly across the partnership with 80% supporting the P1-3 classes with Literacy based activities and daily reading. There are an increased number of PVG parents in both schools that support activities: including school trips, educational visits, gardening, CAPER and afterschool sports. Parental involvement is very good. We are clear about the purpose of partners in adding enhanced learning and new expertise for all pupils.</p> <p>New links have been positively forged at Senwick House Residential Nursing Home. At Borgue all pupils have visited and performed Burns Poetry and Christmas Play songs. Residents have been invited to the Borgue Christmas Show. The positive impact has been reciprocal with residents thoroughly enjoying the company of the children!</p> <p>In local community both schools take an active part in Village Flower shows and Village Fairs, coffee mornings with older members of the community, local charities and have visited local farms through RHET.</p>	<p>Increase all Partners’ complete an evaluation form to ensure improvement on next learning visit.</p> <p>Continue to involve and engage parents and partners in the life of the school and their child’s learning</p>

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 Science</p> <p>NIF Priority Improve attainment Improve employability skills</p> <p>NIF Driver Teacher professionalism School leadership Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC Qis 1.2, 2.2, 2.3, 3.2</p>	<p>A consistent science programme over the cluster, giving pupils increased access to science E's and O's.</p> <p>Continue to develop science across the cluster.</p>	<p>SSERC leaders to continue to develop the next two years of the Cluster programme over the year.</p> <p>Staff to engage in training relating to the next two years of the programme.</p> <p>Moderate learning outcomes across the cluster.</p>	<p>One day supply covers for each Leader. Mrs. McCall Lead PT</p> <p>2 x 1.5 hour training sessions from STEM CPD calendar (2hours development + two hours flexibility)</p> <p>Cluster Development session 10th Feb 2020</p>

<p>School Priority 2 Maths</p> <p>NIF Priority Improve attainment</p> <p>NIF Driver Teacher professionalism Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC QIs 2.2 2.3 2.6 3.2</p>	<p>To raise attainment and achievement in Maths for all pupils to achieve 100 SS by end of May 2020 through improved learning and teaching pedagogy.</p> <p>Develop teacher's understanding of how math concepts are learnt by pupils to enabling more effective intervention.</p> <p>Aid transition from primary to secondary. Help moderation of a level across the cluster</p>	<p>Staff training in Developing Number Knowledge. Cluster HT's To attend information session</p> <p>To develop a cluster transition document linked to benchmarks that identifies knowledge and understanding and level attained</p>	<p>August 2019 INSET Mrs. Buchan Lead PT</p> <p>2 x Inset Day Training (Dates TBC with Developing Number Knowledge Training Organisation) 1 x Twilight PEF staff cost 8 x £225 DKN Training PEF Math Resources</p>
<p>School Priority 3 Literacy –Closing The Gap</p> <p>NIF Priority Improve attainment</p> <p>NIF Driver Teacher professionalism Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC QIs 2.2 2.3 2.6 3.2</p>	<p>To improve Literacy outcomes for all pupils to achieve 100 SS in Reading by end of May 2020.</p> <p>To Improve Literacy attainment through a specific planned programme for pupils identified through FME/<90 SS.</p>	<p>All P1-7 pupils to complete literacy baseline assessments PM Benchmarking TLQ P1-2 groupings Accelerated Reader Salford Read / Comp Assessments Schonnel Spelling Assessments Cold Writing / Criterion assessed</p> <p>Early Years Teachers and Learning Assistants to complete "Closing the Literacy Gap" 10 week training plan.</p>	<p>Complete by end of Sept 2019 3 x Partnership Development per term to review progress & share results/data (1 per term)</p> <p>3 x Teachers 3 x LA to complete "Closing the Literacy Gap" 10 week programme (E Callender) August to October 2019 1 x twilight session for Teachers PEF Staff costs PEF Literacy Resources</p> <p>Review and update Literacy Policy. PT 2 days 2 x Twilights</p>

<p>School Priority 4 Developing The Young Workforce</p> <p>NIF Driver Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Priority School leadership Parental engagement School improvement</p> <p>HGIOS4 QIs 2.2 2.7 3.3</p>	<p>Pupils to experience a curriculum through which they learn about the world of work and career possibilities, which makes clear the strengths and skills needed to take advantage of these opportunities</p> <p>To build careers learning and DYW into the partnership curriculum cycle</p> <p>To build 'parental engagement' into our Careers Education</p> <p>To develop community and business links through DYW and Careers Education for all pupils.</p> <p>Develop 'creativity' in early Digital Literacy/Technology skills.</p>	<p>Further staff training in the DYW and Careers Scotland Programme.</p> <p>Include a Careers/Partners List in the 3 year Curriculum cycle.</p> <p>Create a WOW display wall in school</p> <p>Create a Parent & Pupil Career Council group in August 2019. Arrange for a WOW Careers Day led by parents</p> <p>Organise a Careers week in Term 3</p> <p>Assistant HT posts to continue Arrange a STEM digital literacy session/twilight for staff to attend.</p>	<p>Head Teacher Lead 2 x 1.5hours Development sessions Provide a copy of DYW 3-18 policy</p> <p>CT x 2 day (PT out of class)</p> <p>Careers group to complete this in pupil council sessions</p> <p>Career Group meeting Term 1. Arrange 1 day for WOW presentations</p> <p>Career Group to organise event with local business/colleges/S6 KBTA PT 2 x days HT to advertise STEM CPD 1 x twilight Karen Creighton 1.5hours Identify next steps following session.</p>
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