

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

**School:** Brydekirk and St Columba's RC Primary

**Date:** May 2019

# 1. Vision, Values and Aims

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

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

## **Our Vision, Values and Aims Brydekirk Primary School**

**Vision:** Our shared vision across the school community is to support all our children and staff to meet the high expectations set at Brydekirk Primary School.

### **Values:**

- Respect
- Kindness
- Resilience
- Honesty
- Discipline
- Positivity
- Good Manners

### **Aims:**

- High levels of participation.
- High levels of attainment
- High levels of achievement
- Celebrate learners as individuals.

## **St Columba's RC Primary School**

**Vision:** To provide every child with the opportunities to develop their God-given talents and express themselves through creativity, critical thinking and achievement.

### **Values:**

- Respect
- Love
- Kindness
- Friendship
- Determination
- Honesty
- Positivity
- Trust

**Aims:** Our curriculum aims to encourage our children to:

- acquire the basic tools for learning - literacy, oracy, numeracy
- apply as well as absorb information
- think critically and communicate effectively
- develop the capacity to reason and act independently
- develop lively, enquiring and imaginative minds
- develop personal gifts and inspire creativity
- appreciate the arts
- develop physical skills and an understanding of healthy lifestyles
- become more aware of and reflect upon their experience of living in a world with others, acknowledging shared responsibilities for communities, cultures and our environment
- empower our children as independent learners

**Review Date: Brydekirk Primary August'19**

**Review Activities (as appropriate)**

**September'19** – Pupils, staff, parents and community will be consulted on our Vision. Parents will be consulted through Parent Council and Tea and Toast Session.

**Weekly School Assemblies:** updates on suggestions regarding our vision and reflection time for our mottos.

**November '19** – Pupils, staff, parents and the local community will be consulted on our Values. This will link with Rights Respecting Schools development.

**January'20** – Completion of Values, with whole school community agreeing how we will celebrate our values.

**January'20 onwards** – Values to be embedded in school, wall displays, celebrations, certificates, feedback post its and other ideas explored by school community

**Review Date: St Columba's RC Primary August'19**

**Review Activities (as appropriate)**

**September'19** – Embed our values throughout the school – weekly school assemblies, wall displays, celebrations, certificates, feedback post its and other ideas explored by the school community.

**November'19** - Pupils, staff, parents and the local community will be consulted on our aims.

**January'20** – Completion of agreed aims. Creation of school rationale.

**January'20 onwards** – Continue to raise the profile of our school – by embedding our vision, values and aims in all we do.

## 2. School Improvement Progress Report

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

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

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

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> <b>Raising attainment in numeracy</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress</p> <p>Parental engagement (PEF)</p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> 2.2; 2.3; 2.4; 3.2</p>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Whole school Maths overview in place with almost all staff implementing it. (P4-7 at Brydekirk cover Maths Makes Sense Programme – this has its own overview to ensure success in delivery)</li> <li>• Progression Planners are in place and include Benchmarks. These have allowed teaching staff to focus on groupings and ensure most pupils are challenged. Children are not grouped by stage but ability. Progression Planners are continuously evaluated and adapted.</li> <li>• Maths Resources have been brought together into a central space to ensure all staff can access.</li> <li>• Holistic Assessments developed and moderated at Cluster and school level. Staff have worked in level groups to create and carry out Holistic Assessments which have allowed discussion about skills and experiences, pace and breadth.</li> <li>• Staff worked together to create a Maths policy which states how work is set out and the language to be used as pupils progress through stages.</li> <li>• Numeracy tracking in place involves tracking of where pupils are within the progression planners. Three attainment sessions with SMT and class teachers have highlighted where small interventions have needed to take place – particularly in upper mainly around times tables. Learning Assistant time is then adapted to ensure learners needing a short intervention receive it.</li> <li>• Evaluation showed Times Tables at St Columba's needed to be a focus – children experience times tables every day – along with SAMSON.</li> <li>• We had Successful curricular parent afternoons in November which</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to evaluate and adapt maths overview. Plan how we will use the overview to create a holistic assessment calendar. QUAMSO input.</li> <li>• Pupils Voice Groups and class observations have highlighted that some pupils still do not find their work challenging - next step to focus on differentiation and classroom organisation during Maths sessions.</li> <li>• Catch up Numeracy Sessions were not carried out due to change in staff and therefore lack of training. LA's to complete closing the numeracy gap training next session– with a particular focus on P3-5.</li> <li>• Create a pupil friendly Maths policy which can be used to support learning.</li> </ul>

focused on SAMSON. Most parents stated they understood better the SAMSON concept and how to support their child.

Projected Level of Achievement in Numeracy June 2019 (ASN% in brackets)

	Brydekirk	St Columba's RC
P1	100%	100%
P4	60% (20%)	57% (43%)
P7	67% (33%)	50% (38%)

**Writing**

- Staff attended Cluster Talk for Writing session in August'18.
- Staff are implementing parts of the Talk for Writing programme in class.
- Writing tracking in place – with a focus on assessment 3 times in the year. SMT and CT attainment meetings focus on progression, challenge and interventions needed.
- PT at St Columba's attended a 2 day Jolly Phonics/grammar in Glasgow in October. She then led staff development – with a focus on progression and resources across the school. Class teachers feel this has had the biggest impact on learning and teaching.

Projected Level of Achievement in Writing June 2019 (ASN % in brackets)

	Brydekirk	St Columba's RC
P1	100%	100%
P4	60% (20%)	43% (43%)
P7	67% (33%)	50% (38%)

- This year each class has worked on different parts of the Talk for Writing programme however we now need consistency across the schools in our approach. Staff will be asked to share successes and challenges of what they have implemented this session
- Staff will develop a Talk for Writing overview/programme. Visit schools that are doing it well within the Cluster .
- Continue to resource Jolly Phonics and implement the overview to ensure pace and progression.

**School Priority 2:**  
**To work with stakeholders to ensure that children and parents have a voice and parents are more engaged in their children's learning**

**NIF Priority**

Improvement in attainment, particularly in literacy and numeracy  
 Improvement in employability skills and sustained, positive school leaver destinations for all

Within St Columba's through consultation with pupils in school assemblies, staff at development sessions, A parent Tea and Toast session, parent survey and pupil council we reviewed our school values. We now have weekly certificates that celebrate achievement in relation to our VVA. House points are also given to those pupils that demonstrate actions that represent our values.

Within Brydekirk weekly assemblies celebrate achievement in relation to VVA.

Parents/Cares surveyed at the beginning of the session concerning school links. The 2 main Areas identified to address were;  
 1. **Communication** – short notice of events, being kept up to date with school events. We purchased a school App which most parents are using. In May 2019 95% of parents felt the App was effective in communication. 79% felt

- Display our values in every class and our vision and aims around the school.
- Incorporate our VVA into our Anti bullying/Rights respecting schools work next session.
- Review Brydekirk's VVA with all stakeholders in session 2019-2020.
- All staff to consistently use the App to update parents on key events, news and successes.
- Pupils to develop their skills in talking about their learning, being able to identify where they are in

<p>young people</p> <p><b>NIF Driver</b> Parental Engagement</p> <p><b>HGIOS? 4 / HGIOELC? QIs: 2.7</b></p>	<p>that notice for events had improved.</p> <p><b>2. Parents knowing where their child is in his/her learning.</b> Family conferences took place in October and March. Parents had 30mins appointments - 10mins with their child sharing their learning then 20mins with CT and child to discuss progress and next steps. Feedback from parents on family conference has been positive, with a 88% positive response.</p> <p>St Columba's staff worked closely to form and run successful pupil groups. Groups formed were; pupil council, gardening, health, community, fair trade and enterprise. These sessions ran on Thursday afternoons, with parents invited to come in and be a part of them. These sessions allowed pupils to develop skills for learning and life, Children were leaders as they took over assemblies, ran charity fundraisers, made links with Kate's Kitchen and visited a theatre. 88% of our parent community believe pupil groups have had a positive impact on our school community.</p> <p>At Brydekirk pupils developed their enterprising skills when running the school spring fayre. The whole community worked together to ensure the event was a success.</p> <p>Both schools introduced soft start/finish sessions once a week. At St Columba's 71% of parents felt these sessions were successful. Some parents highlighted they are unable to attend due to work commitments. Highest level of uptake was in infants – hopefully this will follow them as they go through the school.</p>	<p>their learning and next steps (Visible learning next session)</p> <ul style="list-style-type: none"> <li>• Staff, pupils and parents to develop portfolios of evidence of when targets are achieved and when next steps are set. To be shared with parents.</li> <li>• Wider achievement to be celebrated with the whole school community – all stakeholders involved in identifying and celebrating achievement.</li> <li>• Pupil groups – begin to track pupils in their skills development.</li> <li>• Brydekirk to form set pupils groups to allow tracking of skills. Consider toddler and community library groups.</li> <li>• Continue Soft finishes – run each term on different days to try and involve more parents.</li> </ul>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><b>Pupil Equity Interventions</b></p> <p>We have used some of the PEF funding to enable specific pupils to be more included in the school community by ensuring they can attend trips and residential opportunities - Whithaugh. The impact of this has not been tracked in isolation, but staff have monitored the presentation and confidence of these pupils, with the pupils themselves stating they would not usually take part in such activities and would really like to go back. Upper pupils experienced a trip to Beamish which had some impact on their confidence to write and also their interest in the topic.</p> <p>Learning Assistant time has been used to support small groups of children in their learning for example;</p> <p>Some pupils who were identified as having a gap in writing in Primary 1 and 2 followed a "I can see" literacy programme, these pupils no longer require intervention and are now working alongside their peers in class. Some Pupils in P3-5 have been part of our hen project which has engaged them and given them a purpose to come to school. These pupils have led their learning and are independently producing literacy through choice. Another group were identified as needing a boost in confidence, so along with a learning assistant have been using the hen eggs to bake weekly. This has evolved to them now leading a baking group, with 2 other pupils joining them each week. These</p>	

children are now answering out more in class and look more confident within the school environment. At Primary 6/7 stage some pupils were identified as having a gap in reading, Talisman books were used to try and close the gap. Pupil 1 improved her reading age by 2 years, assessed against Star Reading. Pupil 2 made 16 months progress over 9 months. Although these pupils have not achieved second level in Primary 7, interventions in place have closed the gap in literacy.

Our next step is to train staff to carry forward Closing the Literacy and Numeracy gap, in P3-5.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<ul style="list-style-type: none"> <li>Within St Columba's through consultation with pupils in school assemblies, staff at development sessions, A parent Tea and Toast session, parent survey and pupil council we have reviewed our school values. We now have weekly certificates that celebrate achievement in relation to our VVA. House points are also given to those pupils that demonstrate actions that represent our values.</li> <li>Within Brydekirk VVA are celebrated through the shout out Wall and certificates at assembly.</li> <li>Opportunities for leadership exist at all levels through participation in school cluster and authority activities. The PT at Brydekirk has been part of the cluster moderation literacy group and has led development of Holistic Assessment across both schools. The PT at St Columba's has completed the authority ISL course this session. She has led parental engagement development within St Columba's. The Class teacher at Brydekirk has successfully completed his Masters degree.</li> <li>Pupils are encouraged to take part in decision-making through pupil groups.</li> <li>SMT support all staff to feel confident to initiate change, either in the class or through pupil groups.</li> <li>Staff evaluate against HGIOS4, individually, in schools and across both schools. Pupil Council have used wee HIGIOS to inform change.</li> <li>Brydekirk toddler group and community library are being led by parents, and supported by the school. We have ongoing dialogue to ensure both are a</li> </ul>	<ul style="list-style-type: none"> <li>Display our values in every class and our vision and aims around the school.</li> <li>Incorporate our VVA into our Anti bullying/Rights respecting schools work next session.</li> <li>Update the anti-bullying guidance with the Pupil Council in line with the updates to national guidance.</li> <li>Review Brydekirk's VVA with all stakeholders in session 2019-2020.</li> <li>Begin to track pupils progress in skills development through pupil groups.</li> <li>Continue to encourage staff to take on leadership roles both within and outwith the school</li> <li>Create a 3 year self-evaluation calendar.</li> <li>Wee HGIOS to be used by SMT when working with pupil voice groups</li> <li>Provide opportunity for Brydekirk pupils to develop leadership skills through the toddler group and community library.</li> <li>Schools to consider forming a partnership rather than the current shared management structure. SMT to continue to share and explore this vision with all stakeholders, particularly the Catholic Church.</li> </ul>	<p>B'Kirk - 3 St C's – 3</p> <p style="text-align: right;">7</p>

	<p>success.</p> <ul style="list-style-type: none"> <li>Recent changes to pupil to teacher ratio in one teacher schools has opened up discussion about possible partnership working with schools. Parents and staff are keen to develop this.</li> </ul>		
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li><i>Learning and engagement</i></li> <li><i>Quality of teaching</i></li> <li><i>Effective use of assessment</i></li> <li><i>Planning, tracking and monitoring.</i></li> </ul>	<ul style="list-style-type: none"> <li>A positive ethos is evident across both schools. Classroom environments are built on nurturing relationships.</li> <li>Over this session pupils have taken more of a lead when discussing their progress and next steps in learning through family conferences</li> <li>Numeracy planners have been adapted to show progression and include benchmarks. Some staff are using similar literacy planners.</li> <li>PT has led moderation of numeracy across both schools. This was carried out at the planning, implementation and end stage of a period of learning.</li> <li>The majority of teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning. We use a variety of assessment approaches.</li> <li>A new monitoring and tracking document is in place and is updated 3 times per year with SMT and CT's. Discussion carried out at these meetings allows staff to self-evaluate learning and teaching and improve.</li> </ul>	<ul style="list-style-type: none"> <li>Visible learning programme to support feedback and learners knowing next steps in learning.</li> <li>More consistency needed across planning, in a similar way we developed Maths and Numeracy this session. All staff to use language planners which show progression and include benchmarks,</li> <li>Create literacy and IDL overviews.</li> <li>SMT to create a moderation calendar for the year – work with cluster QUAMSO</li> </ul>	<p>B'Kirk - 4 St C's – 3</p>
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li><i>Wellbeing</i></li> <li><i>Fulfilment of statutory duties</i></li> <li><i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>SEEMIS recording of pastoral notes, chronologies, IEPs and pupil plans consistent across both schools.</li> <li>Staff participated in training to enhance understanding of chronologies.</li> <li>SEEMIS wellbeing app is used to store relevant documentation such as Child's Plans, LAC and CP information.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, children and young people know and understand wellbeing indicators but they must now be used as an integral feature of school life. Wellbeing assessments to be created which allow learners to consider where they are within the wellbeing indicators and for</li> </ul>	<p>B'Kirk – 4 St C's - 4</p>

	<ul style="list-style-type: none"> <li>• Child Protection policies are in accordance with authority and national guidelines. Staff are updated annually during August INSET.</li> <li>• Effective transitions are in place for all pupils, in particular nursery to P1 and P7 to S1. Transition programmes are individual to each pupil's need.</li> <li>• 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, well-being and inclusion of all children and young people.</li> <li>• All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.</li> </ul>	<p>staff/partners to identify areas where support/intervention is needed.</p> <ul style="list-style-type: none"> <li>• Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions.</li> </ul>																									
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<ul style="list-style-type: none"> <li>• New maths programme in place, which ensures pace and progression. We moderate at the planning and assessment stage.</li> <li>• Staff are beginning to develop phonics across St Columba's and at the early stages of Talk for Writing.</li> <li>• Although early to measure impact – both P1 classes achieving early level 100% is very positive.</li> </ul> <p>Projected Level of Achievement in Numeracy June 2019 (ASN% in brackets)</p> <table border="1" data-bbox="604 1003 1285 1105"> <thead> <tr> <th></th> <th>Brydekirk</th> <th>St Columba's RC</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>P4</td> <td>60% (20%)</td> <td>57% (43%)</td> </tr> <tr> <td>P7</td> <td>67% (33%)</td> <td>50% (38%)</td> </tr> </tbody> </table> <p>Projected Level of Achievement in Writing June 2019 (ASN % in brackets)</p> <table border="1" data-bbox="604 1258 1285 1360"> <thead> <tr> <th></th> <th>Brydekirk</th> <th>St Columba's RC</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>P4</td> <td>60% (20%)</td> <td>43% (43%)</td> </tr> <tr> <td>P7</td> <td>67% (33%)</td> <td>50% (38%)</td> </tr> </tbody> </table> <p>Projected Level of Achievement in Reading June 2019 (ASN % in brackets)</p>		Brydekirk	St Columba's RC	P1	100%	100%	P4	60% (20%)	57% (43%)	P7	67% (33%)	50% (38%)		Brydekirk	St Columba's RC	P1	100%	100%	P4	60% (20%)	43% (43%)	P7	67% (33%)	50% (38%)	<ul style="list-style-type: none"> <li>• Continue to prioritise attainment for all, and identify interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions.</li> <li>• Rigorous Literacy programme needs to be in place, ensuring pace and progression, moderation at the planning and assessment stage, evaluation and next steps. Incorporate Talk for Writing.</li> <li>• Closing the Literacy/Numeracy Gap training for staff.</li> <li>• Implement parental workshops at each level for literacy and numeracy, to support parents in their understanding of literacy and numeracy strategies. This will help parents to support their child's learning at home (PEF funding).</li> </ul>	<p>B'Kirk – 4 St C's - 3</p>
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<p data-bbox="142 766 579 831"><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul data-bbox="651 766 1270 1107" style="list-style-type: none"> <li>• Maths overview created this session.</li> <li>• Literacy pathways beginning to be developed by SMT.</li> <li>• Pupil groups focus on skills development.</li> <li>• Wider achievement celebrated in both schools through assemblies, wall displays.</li> <li>• Staff have high levels of aspiration and ambition for our pupils.</li> <li>• Collegiate time is protected and planned to allow focused development of SIP areas, moderation tasks and professional learning to take place.</li> </ul>	<ul data-bbox="1354 766 1984 1075" style="list-style-type: none"> <li>• Benchmarks to be embedded across all areas of the curriculum</li> <li>• IDL and Health and Wellbeing pathways need to be created – ensuring coverage and progression. 3 year programme.</li> <li>• Skills development in pupils groups to be tracked and monitored.</li> <li>• Wider achievement to be tracked, pupils identified that need support – experiences offered to them that they may not get at home.</li> </ul>																									
<p data-bbox="142 1172 579 1237"><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p data-bbox="142 1279 579 1425"><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<ul data-bbox="651 1172 1270 1442" style="list-style-type: none"> <li>• Both Parent Councils support us in our decision making for school improvement.</li> <li>• We communicate with parents and families in a variety of ways, including the school App, newsletters and at the school gate.</li> <li>• Our family conferences include pupils and parents together in conversation about pupil learning, and next steps. This has increased parental awareness of their child's learning journey.</li> </ul>	<ul data-bbox="1354 1172 1984 1448" style="list-style-type: none"> <li>• Staff to develop portfolios of learning which pupils are responsible for updating, setting next steps, gathering evidence. Portfolio's to be shared once a term.</li> <li>• Parents to be given the chance to contribute to portfolios – at family conference and also by adding to them when shared at home.</li> <li>• Schools to continue to build links with local</li> </ul>																									

	<ul style="list-style-type: none"> <li>• Parents are given opportunity throughout the session to join in with learning. Soft starts/finishes, curricular afternoons, pupils groups and cook alongs have all been successful.</li> <li>• We work with a range of partners including Active Schools, Saustran to enable us to offer a range of after-school activities in blocks throughout the year. Some staff also run clubs after school, including Netball, recorder, Maths Whizz.</li> <li>• Close partnership working with Brydekirk toddler group and local businesses (St Columba's Kate's Kitchen)</li> </ul>	<p>communities and businesses.</p>
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date )
<p><b>School Priority 1</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in Literacy and Numeracy</p> <p><b>NIF Driver</b> Teacher Professional School Improvement Assessment of children's progress</p> <p><b>HGIOS?4 / HGIOELC Qis 2.3 3.2</b></p>	<ul style="list-style-type: none"> <li>All learners are able to explain the purpose of learning and identify next steps to be taken.</li> <li>Improvement of attainment through staff use of professional enquiry model.</li> <li>Improvement in attainment through high quality effective feedback. Self, peer and teacher.</li> <li>Improvement in performance through staff collaboration and professional dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with the Visible learning programme</li> <li>Prior to Introduction to school staff SMT to develop a strong knowledge of Visible Learning through management day.</li> <li>Develop Staff knowledge of Visible Learning</li> <li>Staff to engage in professional reading/research and dialogue</li> <li>Individual school scoping day carried out by a visible learning consultant</li> <li>School strengths and areas of development identified</li> <li>Staff to analyse strength and areas of development against the principles of visible learning</li> <li>Staff to work collaboratively to plan for an area of improvement using the impact cycle framework</li> <li>Implementation of impact cycles. Peer observations. Development sessions.</li> </ul>	<p>SMT cluster day</p> <p>Inset day 1 – 20<sup>th</sup> August 2019</p> <p>ongoing</p> <p>Term 1 school development session</p> <p>Inset day January 7<sup>th</sup> 2020</p> <p>January-March 2020 2 development sessions</p> <p>1 x Inset day in May</p>

<p><b>School Priority 2</b></p> <p><b>NIF Priority Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver School Leadership Parental Engagement School Improvement</b></p> <p><b>HGIOS?4 / HGIOELC Qis 3.1</b></p>	<ul style="list-style-type: none"> <li>• Improved self-esteem and wellbeing in pupils</li> <li>• Improved relationships and behaviour (reductions in bullying and improved attendance)</li> <li>• Improved engagement in learning</li> <li>• Increase in opportunities for pupil voice and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• School engagement with UNICEF Rights Respecting Schools Award programme.</li> <li>• Identify key staff to lead RSS across both schools</li> <li>• School to work towards Bronze award (can take between 3 and 6 months)</li> <li>• Form a RRS committee which includes staff, pupils, parents and our local community</li> <li>• Engage school communities in RRS programme through assemblies, events and literature.</li> <li>• Create a promoting positive relationships policy. (Incorporating Anti Bullying Policy)</li> </ul>	<p>Miss Primrose to attend RRSA Cluster training in September'19</p> <p>Identify Key staff to lead RRSA at PRD Sessions in Sept'19.</p> <p>Key staff to form RRSA committee by Oct'19</p> <p>Ongoing assemblies and events led by committee</p> <p>Apply for award by March'19</p> <p>April '19 - Committee to work with SMT to create positive relationship policy/Anti Bullying</p> <p>May'19 – Policy to be launched – celebration of award and success</p>
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