

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

School: Calside Primary

Date: April 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

**Our vision is to build a community of healthy, confident, lifelong learners who embrace challenge, respect others and make a positive contribution to both their local and global community.**

**In all we do, we try to be the best we can be.**

#### **Calside Primary School aspires to:**

- ✓ Ensure that all members of the school community value a high standard of achievement in all aspects of school life.
- ✓ **Everybody tries their best all the time.**
- ✓ Provide a happy and caring environment which fosters intellectual and social development and allows all learners to develop their own personalities and opinions.
- ✓ **Be yourself and be happy.**
- ✓ Provide a framework in which positive behaviour and self-discipline are practised by all.
- ✓ **Follow the school golden rules.**
- ✓ Provide a challenging, stimulating and balanced curriculum, which caters for individual needs.
- ✓ **Our work should be interesting and challenging.**
- ✓ Foster supportive and effective home/school links, using effective systems of administration and communication within and outwith the school.
- ✓ **Share our learning at home and school so everyone can help with our learning.**

#### **The things we value at our school are:**

**Creativity Friendship Enjoyment Positivity Responsibility Resilience Respect**

**Review Date:** These were reviewed and updated in March 2018.

#### **Review Activities** (as appropriate)

- Reflection activity in assembly, followed by circle time activities in class to discuss;
- Pupil Council amended values and wrote a child-friendly version of the aims, shared with parents in a mail drop.
- Consultation with all members of staff through staff meetings and collegial time.

*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><b>School Priority 1 Building shared standards and expectations in Literacy</b></p> <p><b>NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy</b></p> <p><b>NIF Driver:</b> Teacher Professionalism; Parental Engagement; Assessment of Children's Progress.</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching &amp; assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment</p>	<p>Staff continue to work in stage teams, planning collaboratively for learning, teaching and assessment: this allows for ongoing professional dialogue. New stage teams were established this year as several class teachers moved stage. This has allowed for further shared standards as staff are increasingly aware of the learning pathway throughout primary (see moderation calendar and records).</p> <p>Literacy tracking has been updated to highlight the Benchmarks, and this together with the Benchmark reference guides ensures a tight focus when planning learning, teaching and assessment. This allows staff to develop learning opportunities that either support or challenge as needed (see curriculum, planning and assessment folders).</p> <p>Staff have worked within stages and across stages, as well as with cluster partners, to moderate planning and assessment. This has built staff confidence and shared expectations (ongoing staff feedback).</p> <p>Learning trios within stages, and across cluster schools, throughout the year have increased staff confidence in planning, implementing and evaluating holistic assessments with a literacy focus. This has enabled pupils to showcase how they can transfer their literacy skills across a range of contexts, and how they use the different literacy skills of reading and writing in tandem (see assessment folders, monitoring and moderation folders).</p> <p>Staff have developed and implemented pupil-friendly versions of criteria for reading and writing assessments: this has allowed learners to increase their understanding of their progress and their next steps in learning. These pupil-friendly targets have been refined throughout the year, and will be used when reporting to parents.</p> <p>In September, each stage offered workshops for parents to showcase how they may support their child in literacy. Most feedback was positive, and the feedback will be used to refine the workshops for next year.</p> <p>We have focused on developing a love of reading: paired reading is now established throughout the school. Further funding was secured for extending our range of decodable readers and genres as identified in the resource audit, and a range have been purchased. The creation of the library space as a nurturing, stimulating environment is well underway, using the pupil designs chosen by the Pupil Council. This will continue as a focus next year.</p> <p>Projected achievement of a level June 2019 (ASN % in brackets):</p> <table border="1" data-bbox="575 1518 1486 1624"> <thead> <tr> <th></th> <th>Listening &amp; Talking</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>90% (10% ASN)</td> <td>72% (10% ASN)</td> <td>72% (10% ASN)</td> </tr> <tr> <td>P4</td> <td>90% (10% ASN)</td> <td>86% (14% ASN)</td> <td>57% (21% ASN)</td> </tr> <tr> <td>P7</td> <td>74% (26% ASN)</td> <td>74% (26% ASN)</td> <td>58% (26% ASN)</td> </tr> </tbody> </table>		Listening & Talking	Reading	Writing	P1	90% (10% ASN)	72% (10% ASN)	72% (10% ASN)	P4	90% (10% ASN)	86% (14% ASN)	57% (21% ASN)	P7	74% (26% ASN)	74% (26% ASN)	58% (26% ASN)	<p>QAMSO lead on assessment of listening and talking.</p> <p>Development of holistic assessments with a listening/talking focus.</p> <p>Continue to build peer and self assessment skills, linking to the pupil-friendly criteria.</p> <p>Implement and refine updated Literacy tracking as required.</p> <p>Continue to focus on developing a love of reading: complete and launch the library renovation. Develop further collaborative literacy approaches using the library environment.</p> <p>Develop the parental workshops for literacy further, using the library space to enhance these (PEF funding).</p> <p>Review literacy homework through the school, using the parental feedback as a guide (PEF funding).</p>
	Listening & Talking	Reading	Writing															
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**School Priority 2: Building shared standards and expectations in Numeracy**

**NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy**

**NIF Driver:**

- Teacher Professionalism;
- Parental Engagement;
- Assessment of Children's Progress.

**HGIOS?4 / HGIOELC QIs:**

- 2.2 Development of the curriculum;
- Learning pathways;
- Skills for learning, life and work;
- 2.3 Learning teaching & assessment;
- 2.6 Transitions
- Collaborative planning and delivery;
- Continuity and progression in learning
- 3.2 Raising Attainment

Second level teachers worked collaboratively with numeracy teachers from Dumfries High School, our cluster secondary. This included cross-sector observations of practice, resources and assessments. The Third level Numeracy units were updated and a pathway of these agreed. This has enabled staff to challenge pupils onto Third level where appropriate, and will support pupils to transition to High School without any dip in their attainment.

Using a range of assessment evidence (see attainment tracking, assessment and Maths Recovery folders; notes from Support for Learning and Attainment meetings), staff highlighted pupils who required intervention in their numeracy. Mrs Cairns and Mrs Stores completed detailed assessments to identify where intervention was required, and implemented the Maths Recovery approach with these pupils. Progress has been tracked on an ongoing basis, allowing both teachers to tailor the input as required. Online numeracy interventions have also been used for identified individuals.

Numeracy tracking has been updated to highlight the Benchmarks and this, together with the Benchmark reference guides, ensures a tight focus when planning learning, teaching and assessment. This allows staff to develop learning opportunities that either support or challenge as needed (see curriculum, planning and assessment folders).

Staff have worked within stages and across stages, as well as with cluster partners, to moderate planning and assessment. This has built staff confidence and shared expectations (see moderation calendar and records).

Learning trios within stages, and across cluster schools, throughout the year have increased staff confidence in planning, implementing and evaluating holistic assessments with a numeracy focus. This has enabled pupils to showcase how they can transfer their numeracy skills across a range of contexts (see assessment folders, monitoring and moderation folders).

In September, each stage offered workshops for parents to showcase how they may support their child in numeracy. Most feedback was positive, and the feedback will be used to refine the workshops for next year.

Projected achievement of a level June 2019 (ASN % in brackets):

	Numeracy
P1	90% (10% ASN)
P4	84% (11% ASN)
P7	74% (26% ASN)

Continue to implement Third level Numeracy units where appropriate, refining as required.

Track pupils as they move to high school to measure the impact of the Third Level units.

Opportunity for focused numeracy and holistic assessments to be moderated across sectors to build shared expectations for more able pupils.

Undertake professional enquiry as to the possible benefits of shared timetabling in order to best meet the learner needs within the context of limited ASN resources.

Continue to implement, refine and extend the Maths recovery approach as required.

Implement and refine updated Numeracy tracking as required.

Develop the parental workshops for Numeracy further, using the feedback received (PEF funding).

Review numeracy homework through the school, using the parental feedback as a guide (PEF funding).

## School Priority 3: Closing the Gap

### NIF Priority: Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing

#### NIF Driver:

Parental Engagement;  
Assessment of Children's Progress;  
School Improvement.

#### HGIOS?4 / HGIOELC Qis:

- 2.1 Arrangements to ensure wellbeing
- 2.2 Skills for learning, life and work
- 2.4 Universal support; Targeted support; Removal of barriers to learning
- 2.5 Early intervention and prevention
- 2.7 Development of partnerships; Impact on learners
- 3.1 Wellbeing
- Inclusion and equality
- 3.2 Quality of achievements; Equity for all learners
- 3.3 Employability skills

#### Support for Learning

All staff undertook training on the Boxall profiles, and these were created for all learners who required this. The profiles were used throughout the year during Support for Learning consultations to determine learning targets and identify any interventions required.

The class needs lists were refined in May 2018, and these were used as the basis for transition meetings. In most cases, this allowed us to ensure needs were highlighted in a timely manner and therefore progression could be maintained.

Staff identified those pupils who required enhanced support for transition between classes, in order that progression be maintained. The detail of this support varied dependent on need, and was also affected by the restrictions on the ASN staffing.

#### Barriers to Learning

Professional learning was completed by all staff on Adverse Childhood Experiences: this enhanced staff understanding of a child's readiness to learn. Our ongoing calendar of Support for Learning consultations, attainment meetings and tracking have allowed us to use this knowledge to identify barriers to learning in a timely manner (see relevant notes).

Individual staff have completed training in a range of interventions, enabling us to offer a wide range of supports as needed. Pupil progress with these interventions has been tracked using a variety of assessment tools as appropriate (focused literacy or numeracy assessments, or the Leuvens scale for HWB). STAR charts have been implemented to track and monitor progress and attitude.

#### Parental Engagement

Parental workshops for core literacy and numeracy were held by all stages in September: feedback for these was mostly positive. Parent Council was consulted for feedback, and this will be used to refine the workshops for next year.

Come and Join Us sessions were held throughout the year, in different formats following parental audit in March 2018. Parents were surveyed electronically in February 2019, and the feedback from this will be used to further refine the sessions.

The report format was updated in May, following feedback from staff, pupils and parents. This was used as the basis for the June reports. The learner conference format was also refined following feedback, and this was used in the November and March conferences.

Staff worked in stages to develop homework programmes which were accessible and manageable for parents. This was refined on an ongoing basis through the year.

Staff evaluated learning passports within and across stages, and sampled learning logs from other schools, to review how these are used to support learning between home and school. Parents were surveyed electronically in February 2019, and the results of these two activities used to refine the passports for implementation in August 2019.

#### Learning Environment

Further funding was secured for the playground development, and we also received support in kind from community groups who have helped to create aspects of the sensory garden and playground. This is not yet fully complete, and therefore we have not yet seen an impact on the learners. Some PEF funding has been used towards the development of Nurture zones, and we will track the impact and use of these as they begin to be used.

Review and develop how we undertake transition meetings for new members of staff.

Review how to make the matrices of need, IEP paperwork and STAR charts more manageable for staff, and more accessible for parents and learners.

Work with OT and SALT to develop strategies to build independence for learners.

Continue to expand the range of interventions we can offer to support children to overcome barriers to learning (PEF funding).

Continue to seek creative ways to meet learner need within the current ASN context.

Update school anti-bullying guidance in line with national guidance updates.

Refine the pupil-friendly criteria in literacy, and use these within the parental workshops/ learner conferences/ reports.

Staff to evaluate homework across stages, and with cluster schools, to ensure consistency between classes and across sectors.

Staff to explore electronic learning passports to ensure they enhance the link between home and school, and continue to develop pupil skill in self-reflection.

Continue to refine Come and Join Us sessions, following parental and pupil feedback (PEF funding).

Continue to seek further funding for the playground and sensory garden, and continue the development.

Develop social stories for playground zones.

## 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?

We continue to monitor and evaluate learners' progress through tracking of attainment and achievement, termly Support for Learning consultations, bi-annual attainment meetings, and ongoing teacher assessment. As a result, we have clear information on the attainment of all pupils and have systems which promote excellence and equity. This includes for those facing additional challenges, including young carers, care-experienced children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

### Pupil Equity Interventions

In June 2018, all staff identified which of our children should be targeted by the PEF funding, and highlighted possible interventions. Priorities were established by the SMT for a range of interventions, including Nurture, Cool Connections, Closing the Gap and Numeracy early intervention. In August and September, staff undertook training according to the nature of the intervention they were delivering e.g. TLQ phase 2, Bereavement. This has enabled us to offer a range of interventions as needed, and to ensure we have sustainability with staff increasing their expertise.

The impact of these has been tracked from a baseline assessment on an ongoing basis, with the assessment used tailored to the nature of the intervention e.g. focused literacy and numeracy assessments, or using the Leuvens scale to track attitude, confidence and motivation.

The impact of these interventions was reviewed on a termly basis using the ongoing data, pupil evaluation and staff evaluation, as well as being discussed in attainment meetings bi-annually. We have then amended priorities as an intervention has come to a natural close, or if an intervention needs to continue.

We track the attainment of all pupils triangulating the evidence of formative and summative assessments in class, as well as the focused assessments of the PEF interventions. This data shows that all children supported through the PEF have made progress both in literacy and numeracy, as well as in their Health & Wellbeing through use of the Leuvens scale. Our tracking data shows several children have significantly closed the gap, making more progress than the timeframe.

We will continue to refine the interventions, establishing priorities for the children as required. We will continue to track impact, and adapt plans as required.

We have also 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, as well as providing costumes for non-uniform days. The impact of this has not been tracked in isolation, but staff have monitored the presentation and confidence of these pupils, and this has been triangulated against other evidence including number of behaviour incidents and attendance as well as attainment data.

## 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 HGIOS4 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>Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component.</li> <li>Moderation activities include staff sharing practice; staff planning learning, teaching and assessment in stage groups; peer observations; stage moderation of planning and assessment folders at other levels; cluster level work on numeracy; authority work on achievement of a level.</li> <li>Opportunities for leadership exist at all levels through the stage teams and working parties, as well as through participation in cluster and authority activities. Three teachers have been involved as QAMSO working with Education Scotland, and several members of staff are undertaking professional learning at Masters level.</li> <li>The pupils are encouraged to take part in decision-making, with the Pupil Council leading on the school library development, the JRSO leading on the issues with parking and road safety etc.</li> <li>The majority of staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.</li> <li>The SMT carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities.</li> </ul>	<p>Continue to develop a shared understanding of achievement of CfE levels through moderation at school, authority and cluster level.</p> <p>Continue to encourage staff to take on leadership roles both within and outwith the school.</p> <p>Continue to build in opportunities for the pupils to have ownership not only of their learning, but also in school life.</p> <p>Update the anti-bullying guidance with the Pupil Council in line with the updates to national guidance.</p> <p>Further develop opportunities for practitioner enquiry as part of the improvement process. Look to maximise opportunities to support collaborative learning within and across stages as well as across schools in our cluster, DLT and collaboratives. (PEF funding)</p>	<p>5</p>

<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>• The majority of our young people are eager and active participants who are fully engaged, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</li> <li>• Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning.</li> <li>• Assessment is integral to our planning of learning and teaching. 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 to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.</li> <li>• We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the individual (pupil, parent, support staff and teacher).</li> <li>• Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being.</li> </ul>	<p>Continue to prioritise quality learning and teaching as our core business.</p> <p>Continue to incorporate assessment into the planning and learning process, using the Moderation Hub materials to deepen our shared understanding and considering how assessment approaches meet the needs of our diverse learners. <b>(PEF funding)</b></p> <p>Implement the updated tracking for Literacy, Numeracy and HWB; refine as needed.</p> <p>Update the tracking across the wider curriculum areas to incorporate the Benchmarks, to enable staff to plan, teach and assess to the appropriate expectation/standard.</p> <p>Continue to allocate regular opportunities to reflect upon our key literacy and numeracy assessments as part of our literacy and numeracy pathways. Review and refine as needed.</p> <p>We will be moving to SEEMIS Tracking &amp; Monitoring as directed by D&amp;G: staff will need time to familiarise themselves with this system and it will take time to adapt across all curriculum areas.</p> <p>Refine the parental workshops to support parents with their understanding of how literacy and numeracy develop, and how they can help at home. <b>(PEF funding)</b></p> <p>Review literacy and numeracy homework through the school, using the parental feedback as a guide <b>(PEF funding)</b>.</p> <p>Continue to develop and embed our Team Around the Child approach.</p> <p>Early level staff to visit feeder nurseries to review their programmes to ensure we are providing a P1 curriculum that builds on prior learning.</p>	<p>4/5</p>
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<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>• Our learners benefit from the high-quality education which we provide. Relationships across the school community are generally positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</li> <li>• Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the well-being of all. The majority of our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. All pupils can identify a key member of staff that they can speak to.</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. Child Protection and GIRFEC procedures are followed by all staff, who have a very good understanding of these. We know the needs of our children well.</li> <li>• All members of the Senior Management Team have up-to-date training on GIRFEC and Child Protection. An annual review of training needs is completed and actioned as required.</li> </ul>	<p>Continue to implement the use of the Boxall profiles by all staff, using these to identify a child's well-being needs and plan how these will be met.</p> <p>Review the paperwork for the matrices of need, IEPs and STAR charts, considering how to make these more manageable. Consider how to make these more pupil and parent friendly.</p> <p>Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. <b>(PEF funding)</b></p> <p>Ensure all new staff are fully aware of the needs of the pupils they are working with, and implement relevant training as required.</p> <p>Update the anti-bullying guidance in line with the updated national guidance.</p> <p>Continue to seek further funding for the playground and sensory garden, and continue the development.</p> <p>Develop social stories for playground zones.</p>	<p>5</p>
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<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>• The majority of our learners are successful, confident, exercise responsibility and contribute to the life of the school. Most are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements.</li> <li>• We have created numerous opportunities to celebrate and share wider achievements, with Second level pupils achieving accreditation through the Dumfries High cluster Go Getters award scheme. The Learning Passports allow us to track wider achievements and share these between home and school. They also offer learners the chance to build self-awareness and evaluation skills.</li> <li>• 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 together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.</li> <li>• We have effective systems in place to promote equity of success and achievement for all our children and young people.</li> <li>• We have an established monitoring programme which maintains a tight focus on attainment in literacy and numeracy. This is used reflectively to identify next steps.</li> </ul>	<p>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. (PEF funding)</p> <p>Continue to increase teacher confidence in their judgement of attainment using the Benchmarks, to ensure that we are planning quality assessments in line with national expectations.</p> <p>Continue to incorporate assessment into the planning and learning process, using the Moderation Hub materials to consolidate our shared understanding and considering how assessment approaches meet the needs of our diverse learners.</p> <p>Consider how pupils may be involved in the planning and design of assessments, in order that different learning styles are catered for, and to develop pupil ownership of their learning.</p> <p>Refine the 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).</p>	<p>4/5</p>
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## 2.2 Curriculum: Theme 3 Learning Pathways

- Our curriculum is planned to offer flexible learning pathways building on prior learning. Pupils have input into their learning journeys and discuss their next steps with a member of staff regularly.
- All staff take responsibility for developing literacy, numeracy, health and well-being and digital literacy across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts.
- We have strategies in place for Literacy, Numeracy and Health & Wellbeing include a wide range of interventions we select from on an individual basis when a need is identified.
- Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies to meet a personal or social need. The school Digital Literacy strategy has been disseminated through the cluster, and staff have attended a range of training to ensure that we can deliver this strategy. Our success in this area was recognised when we were awarded the Digital Schools Award.

Evaluate and refine the parental workshops following the parental audit (PEF funding).

Continue to offer Cyber Safety workshops for parents within the current CEOP and Childline advice. Offer an extended range of digital sessions to parents, with pupils leading workshops for parents/families (PEF funding).

Trial electronic versions of the Learning Passport for pupils to share and celebrate their learning, building further links between home and school.

Second level staff to continue to work with High school staff to build challenge for those pupils who can be extended onto Third level while still with us.

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<ul style="list-style-type: none"><li>• We communicate with parents and families in a variety of ways, including the termly class newsletters and the weekly Learning Passports. Wider achievements are shared between home and school, and are celebrated through newsletters, the website and assemblies.</li><li>• Our learner 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><li>• We have implemented an active homework programme, which has been updated in line with parental feedback. These active projects have also increased parental engagement in learning for most families.</li><li>• We offer a range of opportunities throughout the school session for parents and families to come into school to share in the learning. These include Come &amp; Join Us sessions, assembly presentations and the opportunity to look at work in class as well as events such as the Christmas Fair and shows.</li><li>• We work with a range of partners including Active Schools, IBike, Wow Walking Challenge and Let’s Get Sporty to enable us to offer a range of after-school activities in blocks throughout the year. The staff also run clubs after school, and the P6 &amp; P7 Play Leaders run clubs during the school day once they have completed their Playleader training.</li></ul>	<p>Continue to offer a range of opportunities for parents to be engaged in the life of the school and in celebrating their child’s achievements. Use parental feedback to adapt these as needed.</p> <p>Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. literacy, numeracy and digital literacy (PEF funding).</p> <p>Review the “Come and Join Us” sessions based on the parental feedback.</p> <p>Trial electronic versions of the Learning Passport for pupils to share and celebrate their learning, building further links between home and school.</p> <p>Review homework through the school, using the parental feedback as a guide.</p>
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

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 Building shared standards and expectations in Literacy</b></p> <p><b>NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy</b></p> <p><b>NIF Driver:</b>  <b>Teacher Professionalism;</b>  <b>Parental Engagement;</b>  <b>Assessment of Children's Progress.</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b>                      2.2 Development of the curriculum;                      Learning pathways;                      Skills for learning, life and work                      2.3 Learning teaching &amp; assessment                      2.6 Transitions;                      Collaborative planning and delivery;                      Continuity and progression in learning                      3.2 Raising Attainment</p>	<p>Embedding the updated literacy tracking will ensure consistency and clear picture of coverage and next steps for all learners.</p> <p>Increasing staff confidence in assessing aspects of literacy through focused assessments and holistic assessments: this will support pupils to apply and transfer their literacy skills across all areas of the curriculum.</p> <p>Building parental confidence in supporting their child in literacy through parental sessions will enable pupils to be supported at home appropriately. This will build pupil achievement as a result.</p> <p>Staged planned homework activities will be created to accommodate different learning styles. Individual needs and wants will be met by personalised homework tasks.</p> <p>Further development of a love of reading: this will increase pupil enthusiasm and motivation for reading, and thereby increase confidence, attainment and achievement.</p>	<p>Literacy tracking- implement and refine if needed.</p> <p>Cluster moderation with a focus on reading: developing both focused interventions and holistic assessments towards achievement of a level.</p> <p>Sub-cluster moderation with a focus on listening and talking: developing, implementing and refining holistic assessments.</p> <p>Stage teams moderating baseline literacy assessments to ensure shared standard and expectation.</p> <p>Literacy interventions to be identified through this stage moderation process. These will be implemented, refined and evaluated in a cyclical process across the year.</p> <p>Parental sessions on how to support literacy; possible creation of support guides. (PEF funding).</p> <p>Literacy homework to be refined, implemented and evaluated on an ongoing basis through the year.</p> <p>Develop family learning, pupil engagement and parent engagement in reading through the use of our new library. Opportunities to be developed, implemented and refined across the year.</p>	<p>June 2019: introduction and familiarisation of the new tracking by all staff.</p> <p>August 2019: all staff start using the new tracking to plan and prepare.</p> <p>Feb INSET: review tracking and refine if needed.</p> <p>QAMSOs and cluster leads; all teaching staff; 3 cluster sessions November, February and May.</p> <p>QAMSOs; all teaching staff; 2 collegial sessions September and February,</p> <p>Stage teams; 2 collegial sessions September, February INSET.</p> <p>All staff; ongoing through the year.</p> <p>September 2019: Come and Join Us session with a literacy focus. At this session parents will be asked about their expectations and views about literacy homework.</p> <p>Collegial time for whole-staff discussions on literacy homework, and identifying next steps (September and January).</p> <p>September 2019: Create How to guides for parents.</p> <p>August INSET and then stage meetings across the year.</p>

<p><b>School Priority 2: Building shared standards and expectations in Numeracy</b></p> <p><b>NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy</b></p> <p><b>NIF Driver:</b>  <b>Teacher Professionalism;</b>  <b>Parental Engagement;</b>  <b>Assessment of Children’s Progress.</b></p> <p><b>HGIOS?4 / HGIOELC QIs:</b>  2.2 Development of the curriculum;  Learning pathways;  Skills for learning, life and work;  2.3 Learning teaching &amp; assessment;  2.6 Transitions  Collaborative planning and delivery;  Continuity and progression in learning  3.2 Raising Attainment</p>	<p>Embedding the updated numeracy tracking will ensure consistency and clear picture of coverage and next steps for all learners.</p> <p>Increasing staff confidence in assessing numeracy both as focused assessments and holistic assessments: this will allow pupils to apply and transfer their skills in numeracy into other areas of the curriculum, and therefore increase their confidence in numerical application.</p> <p>Staged interventions will be tailored to the needs of each pupil, using a range of assessment data. These tailored interventions will support pupils to achieve their full potential.</p> <p>Embedding the use of Third level units will enable us to increase expectations for pupils who are achieving within second level, and ensure no ceiling is set on their attainment in Maths. Continue to work closely with the colleagues in the high school.</p> <p>Building parental confidence in supporting their child in numeracy through parental sessions will enable pupils to be supported at home appropriately. This will build pupil achievement as a result.</p> <p>Staged planned homework activities will be created to accommodate different learning styles. Individual needs and wants will be met by personalised homework tasks.</p>	<p>Numeracy tracking- implement and refine if needed.</p> <p>Numeracy holistic assessments- plan and moderate.</p> <p>Professional enquiry into shared timetabling for numeracy.</p> <p>Cross-sector moderation, visits to high school.</p> <p>Parental sessions on how to support numeracy; possible creation of support guides. (PEF funding).</p> <p>Numeracy homework to be refined, implemented and evaluated on an ongoing basis through the year.</p>	<p>June 2019: introduction and familiarisation of the new tracking by all staff.</p> <p>August 2019: all staff start using the new tracking to plan and prepare.</p> <p>Feb INSET: review tracking and refine if needed.</p> <p>November and March: Stage holistic assessments with a numeracy focus (PEF funding)</p> <p>Collegial time for whole-staff discussions on holistic assessments, and identifying next steps (January and February).</p> <p>April 2019 onwards: P3, P3/4 and P4 to trial shared timetabling for targeted Maths curriculum. Individual needs of pupils to be considered and planned for.</p> <p>September onwards: all classes to trial shared timetabling. Review and refine on an ongoing basis.</p> <p>September 2019: P6 and P7 teacher to shadow secondary S1 Maths classes working at Third Level.</p> <p>Sept onwards: Third level units to be implemented as appropriate. Review and refine on an ongoing basis.</p> <p>January 2020: Cross-sector moderation with secondary school colleagues.</p> <p>September 2019: Come and Join Us session with a numeracy focus. At this session parents will be asked about their expectations and views about maths homework.</p> <p>Collegial time for whole-staff discussions on maths homework, and identifying next steps (September and January).</p> <p>September 2019: Create How to guides for parents.</p>
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<p><b>School Priority 3: Closing the Gap</b></p> <p><b>NIF Priority: Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver:</b>  <b>Parental Engagement;</b>  <b>Assessment of Children's Progress;</b>  <b>School Improvement.</b></p> <p><b>HGIOS?4 / HGIOELC Qis:</b>  2.1 Arrangements to ensure wellbeing  2.2 Skills for learning, life and work  2.4 Universal support; Targeted support;  Removal of barriers to learning  2.5 Early intervention and prevention  2.7 Development of partnerships;  Impact on learners  3.1 Wellbeing  Inclusion and equality  3.2 Quality of achievements;  Equity for all learners  3.3 Employability skills</p>	<p><b>Support for Learning</b>  Support for Learning paperwork will be more manageable for staff. The paperwork will be more pupil and parent friendly, so pupils and parents clearly and confidently understand needs and next steps.</p> <p>Productive and positive playtimes will build pupil social and emotional well-being, and ensure they are ready to learn.</p> <p>Pupils will develop their ownership of the playground, and thereby increase their responsibility to themselves and others.</p> <p>Staff will be confident in the use of the Boxall profile to identify learner need. Needs will be identified as early as possible to allow us to tailor interventions as required. Learners will be supported in their emotional, social and mental well-being, and have a bank of strategies to draw upon. Learners will be ready to learn.</p> <p>Staged interventions will be tailored to the needs of each pupil, using a range of assessment data. These tailored interventions will support pupils to overcome barriers to learning and therefore work towards achieving their potential.</p> <p>Early Years staff will be confident in the delivery of a curriculum building on learner experiences within the feeder nurseries. P1 pupils will undertake a curriculum that supports and/ or challenges them as needed.</p>	<p>Review the Support for Learning paperwork, and refine as needed. Implement parental and learner review sessions.</p> <p>Liaise with cluster colleagues to review practices in other schools, and review against our practices.</p> <p>Moderate Support for Learning paperwork to ensure standards and clarity across the school.</p> <p>Implementation of learning targets which are more pupil-friendly (ongoing).</p> <p>Review learning targets, moderate across stages and across cluster schools.</p> <p>Staff training with Occupational Therapy.</p> <p>Development of social stories with SALT; implement and refine as needed.</p> <p>Playground zones to be implemented with social stories.</p> <p>Whole-school focus on the playground through contextualised learning.</p> <p>Boxalls to be updated in June by current staff, identifying targets to be implemented in August.  Review of targets with parents and learners.</p> <p>Boxalls to be updated in conjunction with matrices of need in January.</p> <p>Attainment data to be triangulated to ascertain barriers to learning.</p> <p>Interventions will be implemented, with impact being evaluated on an ongoing basis. Termly Support for Learning consultations and bi-annual attainment meetings will track this impact, and interventions amended accordingly.</p> <p>Early Years staff to visit feeder nurseries as part of P1 transition programme: review nursery learning programmes.</p> <p>Early Years staff to review our P1 learning programme to ensure progress from nurseries, as far as possible due to range of programmes within the various feeder nurseries.</p>	<p>Led by PT (SfL) and SfL teacher: May to June 2019 and August INSET.  Parental and learner review sessions- June in first instance, then across the year.</p> <p>Led by PT (SfL) and SfL teacher: August to October 2019.</p> <p>Teaching staff and learning assistants: January to February 2020;  Parents and learners June in the first instance and then across the year.</p> <p>Led by PT (SfL) and SfL teacher; teaching staff and learning assistants: from August 2019.</p> <p>Teaching staff in stages, sub-cluster and cluster colleagues: January to March 2020.</p> <p>PT (SfL) in liaison with OT lead; all staff: September 2019.</p> <p>PT (SfL) in liaison with SALT; teaching staff and learning assistants: August to December 2019.</p> <p>PT (SfL) and PT (Early Years); teaching staff and learning assistants: August onwards; refine on an ongoing basis (<b>PEF funding if further resources are required</b>).</p> <p>All staff and pupils: learning contexts August to September, March and June.</p> <p>Teaching staff and learning assistants: June 2019, implementation of targets August 2019.  Parents and pupils: June in the first instance, then ongoing through the year.</p> <p>Teaching staff and learning assistants: January to February 2020.</p> <p>PT (SfL) and HT; teaching staff and learning assistants: June 2019.</p> <p>Phase 1 interventions commence August; refined termly or as needed. (<b>PEF funding</b>)</p> <p>PT (Early Years) and P1 teachers: May to June 2019.</p> <p>PT (Early Years) and P1 teachers: June 2019.</p>
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