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

School: _Closeburn & Penpont Partnership_

Date: _May 2019_

1. Vision, Values and Aims

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

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

Our Partnership consists of Closeburn and Penpont Schools and Closeburn Nursery.

During the Autumn term of 2017 stakeholders were consulted on the appropriateness of the current Vision, Values and Aims which exist for the Partnership Schools and it was agreed, that they should remain the same and with the addition of 'excellence and equity'.

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Together We Can Achieve More

'Closeburn and Penpont are happy places to be. We all work together excellently'.

Love to Learn - Learn to Live

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Closeburn/Penpont Partnership and Nursery aspire to meeting the needs of the children through inclusion, providing choices and developing the full potential of individuals, maximising the opportunities for all and encouraging everyone to do their best at all times.

Values:

Commitment, Consideration, Co-operation, Helpfulness, Effort, Enjoyment, Equity, Excellence, Friendship, Fun, Honesty, Kindness, Politeness, Respect, Responsibility, Self-belief, Self-confidence, Self-control, Teamwork, Trust.

Aims:

- *Closeburn and Penpont Schools and Nursery will be safe places to be where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.*
- *Learners will be confident and be encouraged to ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.*
- *Parents/carers and staff will work closely together to help children learn.*
- *We will work well with local groups because "it takes a village to raise a child".*
- *We will all value differences in people in Closeburn, Penpont, Dumfries & Galloway and our world.*
- *Everybody will succeed in their learning by promoting excellence and equity and we will CELEBRATE achievement.*
- *We will respect the buildings and belongings of our school and community and take care of our changing world.*
- *We will keep learning and keep getting better so that we are always the best we can be.*

Review Date: *September 2020*

Review Activities (as appropriate) *Questionnaires, Pupil Forum*

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)
Partnership Priority 1: **To promote and raise attainment** **NIF Priority** **Improving attainment particularly in Literacy and Numeracy** **NIF Driver** **Assessment of children's progress** **Teacher Professionalism** **School Leadership** **School Improvement** **HGIOS? 4 / HGIOELC? QIs:** **1.3, 2.3, 3.2**	• *Clear Partnership approach to the teaching of reading and progression of skills* • *All pupils have a clear understanding of the skills needed to secure progress* • *Pupils are increasingly confident when selecting work which demonstrates their progress and achievement* • *Staff confident when making decisions about pupils achievement of CfE levels and analyzing information from SNSA* • *Staff confident in planning and carrying out Holistic Assessments* • *All pupils had 1-2-1 session with their Class Teacher to discuss their learning* • *CfE data (to be added first week in June)*	• *Accelerated Reading , VCOP progression structure, Mental Maths progression structure training to ensure consistent approach* • *Implementation of D & G Four Stage Model for tracking within CfE levels* • *Design a progression framework and assessments for Talking and Listening*

Closeburn	P1	P4	P7
Reading	84.6%	75%	62.5%
Writing	69.2%	75%	62.5%
Talking & Listening	61.5%	75%	62.5%
Numeracy	69.3%	75%	62.5%

Penpont	P1	P4	P7
Reading	33.3%	90%	75%
Writing	33.3%	70%	75%
Talking & Listening	33.3%	100%	100%
Numeracy	33.3%	90%	75%

Partnership Priority 2:
Closing the attainment gap

NIF Priority
Closing the attainment gap between most and least disadvantaged pupils

NIF Driver
Assessment of children's
Parental Engagement
Performance
progress
Teacher Professionalism

HGIOS? 4 / HGIOELC? QIs:
1.5,3.1, 3.2, 2.4, 2.5

- *All pupils participating in Closing The Literacy Gap secured gains. Closeburn average gain in Reading was 15 months in 8 weeks and pupils at Penpont made an average gain in Reading of 10 months in 8 weeks. All Pupil and parental feedback was exceedingly positive.*
- *All pupils participating in the Nurture Program increased an average of 3 points using the PEMS & Luevens Scale (Scale 1-5) demonstrating increased engagement with the Curriculum and life of the school.*
- *100% Parents/Carers attended Learning Conversations, Care Plan Meetings and Stay, Play and Learn Sessions.*
- *All teaching staff familiar with STEM resources purchased, participated in STEM Family Learning Sessions and demonstrating increasing confidence in delivery of STEM lessons*
- *% of targeted families attended STEM family learning evenets*

- *Repeat Closing The Literacy Gap intervention with a different group of targeted pupils.*
- *Implement Closing The Numeracy Gap intervention*
- *Increase amount of Parents/Carers engaging in Family Learning events*

Partnership Priority 3:

To promote and develop skills for learning, life and work

NIF Priority

- *Staff have developed understanding of D&G Employability Skills resource and have identified where these skills sit in relation to the partnership curriculum structure.*
- *All pupils participated in World of Work morning*

- *Identify employability skills in Planning for Learning & Teaching and individual Pupil Learning Plans*

Improvement in employability skills and sustained school leaver destinations for all young people **NIF Driver** **Assessment of children's progress** **Teacher Professionalism** **Parental Engagement** **HGIOS? 4 / HGIOELC? QIs:** **1.2, 2.3,2.7, 3.3**	*and identified skills required for a variety of employment opportunities.* • *All pupils participated in a variety of Wider Achievement activities which further developed skills for learning, life and work.*	• *Pupils identify and track development of employability skills* • *Offer a different range of Wider Achievement opportunities*
Partnership Priority 4: **To promote improvement in health and well being** **NIF Priority** **Improvement in young people's health and well being** **NIF Driver** **School Improvement** **Parental Engagement** **Teacher Professionalism** **HGIOS? 4 / HGIOELC? QIs:** **2.2, 2.3, 2.7, 3.1**	• *All teachers are familiar with the benchmarks for Health & Well Being and are using these to monitor and track progress.* • *All teaching staff undertook Emotion Works and RSH&P training – this has influenced the learning and teaching and provided the pupils with a more informed experience, resulting in them having a better understanding of their own emotion well being and of their own physical and emotional development* • *All Pupils and Parents/Carers received a Health & Well leaflet outlining the progression of learning, ensuring a greater understanding of progression routes*	• *Create a 'Respect For All, Rights For All' program with other small schools in Cluster to replace Rights Respecting School* • *Adopt D&G 'Better Relationships, Better Learning' philosophy* • *Ensure consistent approach to Emotion Works across all classes*

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?	• *All pupils participating in Closing The Literacy Gap secured gains. Closeburn average gain in Reading was 15 months in 8 weeks and pupils at Penpont made an average gain in Reading of 10 months in 8 weeks. All pupils were supported by an adult at home.* • *All pupils participating in the Nurture Program increased an average of 3 points using the PEMS & Luevens Scale (Scale 1-5) demonstrating increased engagement with the Curriculum and life of the school. Their academic progress will continue to be tracked to measure the impact of this intervention further.* • *52% of all families attended the STEM Family Learning Night -64% of targeted families attended.* • *A Learning Assistant has supported pupils in Literacy and Numeracy and as a result of this support, the targeted pupils secured the amount of progress which was predicted by their Class Teachers. Their academic progress will continue to be tracked to measure the impact of this intervention further.*

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**
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• *Under the guidance of the Head Teacher, a strong commitment to self-evaluation is developing across the school community.* • *All staff have consistently high expectations of all learners. Setting and modelling high expectations and appropriate challenge. Collegiate development to inform practice.* • *Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.* • *All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy.* • *The vision of the partnership and schools is ambitious and focuses on improvements in outcomes for all.* • *All staff are clear on the*	• *Use How Good Is OUR School? with pupils and Parents/Carers* • *Develop and lead partnership initiatives:- 'Respect for All, Rights For All' and 'Our Menatlly Healthy School'*	4 7

	schools' strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. Strong, honest collegiate working and self-evaluation inform this. • *All staff are involved in the process of change and in evaluating the impact of improvements. Strong, honest collegiate working and self evaluation inform this.*		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• *The ethos and culture of our school reflects a commitment to children's rights and positive relationships.* • *Our children and young people are eager and active participants who are fully engaged, resilient, and highly-motivated and interact well during activities.* • *Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.* • *Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.*	• *Peer observation program across the partnership* • *Alignment of structure in relation to Accelerated Reading and VCOP* • *Assessment framework for Listening and Talking*	*4*

	- *Our teaching is underpinned by our shared school vision and values.* - *We use a wide range of learning environments and creative teaching approaches.* - *We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.* - *We observe learners closely to inform appropriate and well-timed interventions and future learning*		
3.1 Ensuring wellbeing, equality and inclusion - *Wellbeing* - *Fulfilment of statutory duties* - *Inclusion and equality*	- *Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.* - *The review of our vision and values, and our intention to explore the United Nations Convention Rights of the Child (UNCRC) will serve to emphasise the importance of wellbeing and reaffirm the*	- *Further embed 'Emotion Works' across the Partnership* - *Ensure that all pupils have a self-chosen named member of staff that they discuss concerns/worries with* - *Ensure all pupils have an opportunity to participate in decision making, through Pupil Council* - *Replace 'Rights Respecting*	*4/5*

	dignity and worth of everyone. • *All staff and partners feel valued and supported. Relationships across the partnership are very 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 community.* • *Children feel listened to and secure about discussing their feelings. Staff are positive role models to children and promote positive behaviour in a sensitive manner.* • *We ensure inclusion and equality leads to improved outcomes for all learners.* • *Staff have individualised educational programmes in place for those children requiring additional support.* • *We comply and actively engage with statutory requirements and codes of practice.*	*Schools' with 'Respect For All, Rights For All' (developed across small schools in Cluster)*	
3.2 Raising attainment and achievement • *Attainment in literacy and*	• *Overall, young people are making good progress in literacy and English and*	• *Introduction of tracking sheet to monitor progress within CfE levels using D&G 4 Stage*	4

numeracy • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	*numeracy and mathematics. There is increasing confidence in the reliability of its BGE data. The staff across the partnership has a clear understanding of the socio-economic background of all children, and seeks to provide appropriate interventions to address individual children's needs.* • *Attainment data provided is based on teachers' professional judgements. This is supported by a range of standardised assessments, moderation and on-going professional dialogue with promoted staff.* • *Robust procedures are in place to monitor the progress of these groups of children, at both an individual and whole-school level* • *Regular tracking meetings have a clear focus on individual children's progress over time using a range of evidence.* • *Staff are becoming increasingly confident in applying national standards when making professional judgements about achievement of a level.* • *Moderation takes place both*	*Model* • *Facilitate more opportunities for pupils to discuss their learning 1-2-1 with their class teachers* • *Follow Cluster QAM plan and compare data with Cluster schools* • *Closing The Literacy Gap Program for targeted individuals* • *Explore Closing The Numeracy Gap Intervention* • *All staff explore 'Small Test of Change' Model*	

	within departments and with staff across the local authority. Staff are making good use of the National Benchmarks to support their understanding of standards	
2.2 Curriculum: Theme 3 Learning Pathways	• *Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.* • *Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.* • *We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.* • *Children are given opportunities to personalise their learning* • *Staff has a shared understanding of what progression looks like in our curriculum structure* • *Inter-disciplinary learning is embedded in curriculum structure*	• *Increased pupil involvement in the planning of their learning- ELCC-ensure pupil voice at planning stage is captured in Big Book* • *Ensure that all staff (part-time who don't usually have responsibility for IDL) have a secure understanding of the IDL program and it's progression structure* • *Include Skills for Life, Learning and Work are included in Class Teachers Planning and Tracking*

| 2.7 Partnerships – Theme 3: Impact on Learners

The impact of parental involvement on improving children and young people's learning. | • *Through developing our partnership working we are improving our learning provision and securing positive impacts for children, young people and families in our community.*
• *Our partnerships are increasing parental engagement in their children's learning*
• *Parental involvement is having a positive impact on raising attainment and achievement particularly in literacy and numeracy*
• *As a result of our increasing partnerships our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations* | • *Continue to seek opportunities to increase parental involvement- replicate approaches in 'Closing The Literacy Gap' intervention, World of Work Day*
• *Explore 'soft finish' approach of ELCC for Parents to hear first hand from children about their learning.*
• *Consult parents on areas for further involvement beyond STEM Family Learning and Learning Conversations*
• *Review Homework practice with a view towards 'family learning activities' approach*
• *ELCC to extend 'Stay and Play Sessions'* |

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)
Partnership Priority 1 **Raising Attainment in Literacy and Numeracy** **NIF Priority** **Raising attainment, particularly in Literacy and Numeracy** **NIF Driver** **Assessment of children's progress** **Teacher Professionalism** **School Improvement** **HGIOS?4 / HGIOELC QIs 2.3, 3.2**	• *All pupils will be involved in planning for learning and teaching in Literacy, Numeracy & IDL* • *All staff will have a sound understanding of the D&G Four Stage Tracking Model and use this to consistently track progression within CfE levels* • *All pupils will have the opportunity to discuss their learning with their class teacher at least twice a session and will be able to discuss their successes and areas for progress with increasing confidence* • *All staff will have*	*Devise format for recording pupil involvement in planning for Learning & Teaching* *Raise staff awareness of Four Stage Model through professional learning session delivered by HTs who have already adopted this model* *Collaborative sessions to facilitate transfer of current tracking to new model to ensure consistency and shared understanding* *QAM sessions to ensure consistency when tracking progression using new model* *Create progression frameworks and assessment criteria for Listening & Talking* *Facilitate 2 x Pupil/CT 1-2-1 learning conversations* *Collegiate sessions on*	*HT – August 2019* *HT – 2 x Collegiate Sessions* *All teaching staff 2x Collegiate sessions* *February InSet Day and 1 x Collegiate session* *HT & PTs* *HT- prior to Learning Conversations with Parents in October and March*

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	increased confidence and understanding of the progression within Accelerated Reading, the Partnership VCOP & Mental Maths programs • *Almost all pupils demonstrating an increased pupil engagement with Accelerated Reading and VCOP program*	*Accelerated Reading Mental Maths and VCOP Programs Monitor progress and performance in VCOP, mental Maths and Accelerated Reading*	*August In Set & Collegiate session Term 1* *HT & CTs during attainment meetings*

Partnership Priority 2 **Closing the attainment gap** **NIF Priority** **Closing attainment gap between our most and least disadvantaged pupils** **NIF Driver** **Assessment of children's progress** **Parental Engagement** **HGIOS?4 / HGIOELC Qis 2.3, 2.4, 2.5**	• *All identified pupils will make gains of at least six months through participation in 'Closing The Numeracy Gap'.* • *All parents/carers of pupils involved will receive an explanation of the program and feedback on their child's progress at the end*	*Identify pupils for participation in program* *Training for staff involved* *Timetable PEF LA to deliver sessions* *Parents information session before programs commence* *Written feedback at end of program* *Parental Feedback completed and collated at end of programs*	*HT, CTs, LST – Aug 2019* *HT – LA 4 sessions per week* *HT & LA* *E. Callendar, HT & LA* *LA and HT*
	• *All identified pupils will experience additional transition visits to WHA*	*Liaise with staff from WHA to facilitate additional transition visits. Complete 'All about Me' Passports at with Parents and Staff in both schools*	*HT, CTs & WHA staff*
	• *50% of identified parents/carers will attend family learning opportunities* • *All pupils involved in the Nurture program will demonstrate increased engagement in learning*	*Consultation with Parents/Carers about variety and timings of Family Learning Opportunities* *Identify pupils for Nurture Program* *Timetable Nurture program with PEF LA* *Purchase additional resources for Nurture Room PEF* *Monitor and Track engagement using PEMS and Leuvens Scale*	*HT through questionnaires* *HT & CTs* *HT – Aug 2019* *HT & LA* *CTs*
	• *100% Parents/Carers attend Care Plan Meetings and Learning Conversations*	*Provide flexible opportunities for Learning Conversations* *Offer supervision for Pre School child to facilitate engagement*	*CTs* *HT and Early Years Staff (PEF £500)*

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| Partnership Priority 3
To promote improvement in health and well being

NIF Priority
Improvement in young people's health and wellbeing

NIF Driver
School Improvement
Parental Engagement

HGIOS?4 / HGIOELC QIs
1.2, 1.3, 3.1, | • *All staff familiar with being a 'Mentally Healthy School' and have an awareness of the results of the whole school self evaluation*
• *All staff familiar with 'Emotion Works' Program*
• *Learners to have a better understanding of their Mental and Emotional Well Being and to develop appropriate platforms for expressing emotions*
• *All staff, pupils, parents/carers will have an understanding of 'Respect for All, Rights for All'* | *Use 'Place 2b' materials and self evaluation toolkit to develop a clear understanding of mental well being in each school and across the partnership*

All CTs use Emotion Works Program, promoted by HT & PTs at assemblies

Pupils and staff work together to use Emotion Works resources to create appropriate mechanisms for expressing emotions

Use 'Respect Me' and United Nations Rights of The Child resources to create 'Respect For all, Rights For All' Program with staff in Small Schools Cluster
Introduce through Assemblies, Pupil Council, Focus Meetings, Displays | *HT lead- all stakeholders*

HT, PTs & CTs

CTs

HT in collaboration with another HT

HT lead- all stakeholders |

Partnership Priority 4 **To promote and develop skills for learning, life and work** **NIF Priority** **Improvement in employability skills and sustained school leaver destinations for all young people** **NIF Driver** **Assessment of children's progress** **Teacher Professionalism** **Parental Engagement** **HGIOS?4 / HGIOELC QIs** **2.7, 3.3**	• *All staff will have a greater understanding of the D&G Skills for life, learning and work framework* • *All learners will reflect on and have an understanding of the skills for learning, life and work that they are developing.* • *Staff will identify employability skills which are developed during Wider Achievement* • *Parents/Carers will have an understanding as to how the skills being developed are transferable to employment.*	*CTs to use D&G Skills for life, learning and work planning format and link to current curriculum planning* *D&G Skills for life, learning and work to be identified in Pupil Learning Plans and evaluations* *CTs and partners to identify skills developed through sessions, HT to collate* *Wider Achievement Learning Celebration- pupils share learning with focus on skills developed, with Parents/Carers*	*CTs* *HT* *Partners, CTs & HT* *HT – at end of Wider Achievement Program*