

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

School: Creetown/Minnigaff Partnership

Date: May 2019

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Our Vision

**Creetown – TEAM – Together Everyone Achieves More
Minnigaff – Learners For Life**

Our Values

In Creetown Primary and ELC we value –

- Care and consideration
- Teamwork
- Honesty
- Kindness
- Respect
- Commitment

In Minnigaff Primary we value –

- Successful Learners who are enthusiastic, good learners, creative, hard workers, literate and numerate.
- Effective Contributors who are team workers, co-operative, problem solvers, leaders and enterprising.
- Confident Individuals who are happy, confident, honest, independent and resilient.
- Responsible Citizens who are polite, respectful, responsible, friendly and forgiving.

Our Aims

Creetown

Written by our pupils –

It is our aim that all pupils -

- Learn in all areas of the curriculum with help from teachers, other students, staff members, parents and family members and our wider community.

- Are able to read, write, communicate, understand numbers, keep ourselves safe and healthy to help us get ready for all parts of life.
- Are supported by staff, each other and the school community to help them succeed in life.
- Are ready to move on to the next step in school.
- Are able to understand how we are doing and work out our next steps.
- Try new things and achieve their goals.
- Look after and respect each other.

Minnigaff

Written by our pupils

We aim to -

- Take learning at the right speed for every child and help them when they have problems with their learning. We will look after everyone's wellbeing.
- Make sure everyone plays their part and joins in with the learning and helps everyone move on to their next class.
- Give pupils the opportunity to work in their community to develop life and work skills.
- Get better results by making sure everyone joins in and does their best.
- Make sure all pupils can read, write, spell, do their maths, have good social skills and work well together.
- Celebrate all achievements in and out of school.
- Make sure all staff meets the curriculum so that all children get a better education.

Review Date: November 2017

Review Activities (as appropriate)

- Pupil focus groups in both schools to rewrite school aims in pupil friendly language – the aims now sit as they wrote them
- VVA Assembly in both schools ensuring all pupils had a voice
- Staff VVA survey
- Parent VVA Poster Survey during Parent Evening in November – Parent Question of the Month Newsletter as feedback
- Future4 steps for next review – find strategies to involve all school partners

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

2. School Improvement Progress Report

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 To provide excellence and equity for all through raising attainment in Literacy, Numeracy and HWB by creating a culture of collaborative planning, moderation and assessment across the partnership and Cluster</p> <p>NIF Priority Improvement in attainment, particularly in Literacy and Numeracy</p> <p>NIF Driver Teacher Professionalism Assessment of Children's progress</p> <p>HGIOS?4 / HGIOELC QIs 3.2 Raising attainment and Achievement 2.2 Curriculum 2.3 Learning, teaching and Assessment 2.4 Personalised support</p> <p>3.2 Securing Children's progress</p>	<p>1. Moderation framework was agreed and 3 curricular areas were moderated. Staff worked collaboratively to plan tasks and moderate at the end of each term. Although most children achieved a level, data suggests that 85% target was not achieved and specific curricular areas such as Literacy – Writing require to be developed further in order to support children achieving success. Cluster moderation requires to be addressed to enable staff to work across the cluster to achieve a more rounded view of shared standards.</p> <p>2. Tracking meetings take place 3 times per year with the HT / CT. Tracking of pupil progress is agreed as such - 4 stages of highlighting pupil progress – working above expected, working on, just below, red alert. Tracking document contains a cover sheet detailing additional information which staff find useful. All staff using this consistently. Staff is able to make end of year predictions and share these. Action plans are completed and evaluated during tracking meetings to measure impact of interventions. Tracking system is common across the cluster and includes Achievement of Level information.</p>	<p>1. Continue to moderate within the school and partnership. Extend moderation activities within the cluster.</p> <p>2. Investigate methods in which LAs can be involved in attainment meetings. Review termly tracking module to align progress and action plan into one document. Further develop tracking document to include SNSA information.</p>

<p>School Priority 2: Develop a learning for Sustainability Strategy to increase pupil employability and digital technology skills through developed use of digital learning strategies and resources across the partnership</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver School Improvement Teacher Professionalism HGIOS?4 / HGIOELC QIs: 3.2 Raising attainment and Achievement 2.2 Curriculum 3.3 Increasing creativity and Employability</p> <p>3.2 Securing Children's progress 3.3 Developing creativity and skills for life</p>	<ul style="list-style-type: none"> • 3 year DYW policy is in place focusing on different aspects of DYW yearly enabling schools to make sustainable community links. • Staff engaged with material from other schools/ Careers Standard as part of our ongoing evaluation of our DYW programme. Child friendly I can statements to be added to the programme. • Staff re-evaluated contextualized learning bundles to ensure progression and coherence. There is a further requirement to evaluate bundles and ensure implementation within the classes. • Work towards the Digital Schools Award is ongoing. • Both schools now have live blogs which are updated weekly ensuring that learning updates to parents are regular. Parental engagement with the blog is good with a few parents leaving positive feedback comments for children and staff. • Almost all staff attended Digital Barefoot Training. Time to embed this within classes is required. • Ipads now available for use within classes. • Creetown trialed IDL literacy and numeracy package which sets out activities to support attainment in literacy and numeracy. This package also requires a 20 minute session at home which enables parents to talk with their children about aspects of their learning. IDL will now be purchased as whole school packages to support raising attainment. • Year 1 of Visible Learning programme resulted in action plans based on individual school evaluation of need. All staff has received initial training with those staff in Visible Learning leadership roles receiving additional training. Currently it is too early to evaluate the impact but Visible Learning aims for long term rather than short term gains. Staff will embed the use of LI/SC and learner characteristics. Ongoing staff training is required. 	<p>Increase staff knowledge and confidence in using range of technology to enhance learning. Further embed the use of ipads within all classes.</p> <p>Continue with Visible Learning programme – make use of action plan to evaluate progress, impact and attainment.</p>
<p>School Priority 3 Create a culture of parent and wider community involvement within our settings to improve attainment</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver School Improvement Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs: 3.2 Raising attainment and Achievement 3.3 Increasing creativity and Employability 2.7 Partnerships</p> <p>3.2 Securing Children's progress 3.3 Developing creativity and skills for life</p>	<ul style="list-style-type: none"> • 3 x open doors sessions were held, 1 per term. (1st – look at targets, 2nd progress with targets 3rd formal appointment). • Stay and Learn sessions were held throughout the year– planned opportunities for parents to join the classes for learning activities. Parents who attended indicated that this was a valuable experience. • DEAR afternoon was an excellent opportunity for parents to join classes and read with/to their children. This was well attended in Creetown. Parents who attended at Minnigaff left positive comments. • Minnigaff has engaged with a variety of voluntary groups such as RBS, reading with dogs to support raising attainment. • Staff has sought to plan for greater memorable experience opportunities. Writing data indicates that some attainment progress has been made but there is scope to embed. • ELC taking part in inter-generational activities with local group for elderly. Impact to be reviewed. 	<p>How do we show we are monitoring and evaluating the impact of changes on outcomes for learners and the work of your school through parental engagement?</p> <p>Invite parents to take forward parental and wider community engagement as part of a staff, child, parent working group.</p> <p>Consider the value of PLPs for parents and children – is there an alternative which would be more inclusive of our wider community?</p> <p>Develop Citizenship groups to become more skills based – community involvement.</p>

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?**

Visible learning. VL leaders attended training. They then collected and analyzed data across both settings. All staff attended VL introductory training on inset day. Impact coaches have attended first IC training with another to follow in June. VL leaders and IC have met and devised initial 'communications' plan. Both schools working on learning dispositions – characters to be launched Aug 2019. Staff has discussed VL approaches and is ensuring LI and SC are fully integrated into daily class routines. Impact will be evaluated as we move through the programme.

Through development of memorable experiences and addressing poverty of experience data indicates that attainment in writing is beginning to improve particularly within Early level and at the beginning of first level. Most children within these levels are attaining in line with their peers.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>Developing a shared vision, values and aims relevant to the school and its community Staff are committed to the school's vision, values and aims. Staff have worked as a team to ensure the VVA are embedded across the school. The VVA are now displayed in all classes and in the hall. Assemblies have focused on the different values and learners are now able to articulate confidently about the school VVA and how they relate to improvements and their achievements. Assembly certificates are now linked to our VVA.</p> <p>Staff demonstrate a strong commitment to the school and ELC and most feel valued as a part of the school community. Pupil Voice has led to Assemblies showing a greater focus on our VVA and celebrations of success and achievement.</p> <p>Strategic planning for continuous improvement Collegiate sessions have allowed staff to initiate and implement change. – Rubrics have led to a greater understanding of learning pathways in Literacy, PEF initiatives focused on providing excellence and equity to raise attainment. Partnership events enabled children to work together to share learning experiences.</p> <p>A significant number of initiatives are in place across the school to improve learners' experiences and outcomes for learners. – 2 web based programmes trialed – IDL and Nessy to raise attainment in Literacy and Numeracy linked to PEF.</p> <p>Creetown Primary School has adopted a Learning Council which has developed ways of involving learners in evaluating the learning which takes place in school. The LC involves learners in strategic decision making. HT leads and facilitates the LC.</p> <p>Agreed collegiate calendar (as per), working time agreement with initiatives led by SLT and staff members.</p> <p>Staff PRD targets include aspects of leadership development.</p>	<p>Developing a shared vision, values and aims relevant to the school and its community</p> <p>Continue to review VVA and Rationale to ensure they remain central to the school's ethos and journey.</p> <p>ELC plan to review their individual vision, values and aims through consultation with parents/carers to ensure that these are current and relevant. It is hoped that this will condense and focus the current vision, values and aims to streamline practice amongst staff and opportunities available to children and families.</p> <p>Strategic planning for continuous improvement</p> <p>Continue to ensure a clear, shared vision for continuous improvement.</p>	<p>4</p>

	<p>Implementing improvement and change</p> <p>All teaching staff are committed to the VL programme and are engaging in professional reading to initiate change. PEF projects were monitored each term and altered to meet ensure they were continuing to deliver maximum impact on learners.</p> <p>Creetown Primary were involved in HMIE one day inspection on Empowerment for Curriculum Leadership. Feedback shows this to have been a positive inspection. All staff are involved in the self-evaluation cycle and activities</p> <p>A shared GLOW group promotes the sharing of ideas across the partnership.</p> <p>Staff is expected to reflect on their practice through reflection on learning and teaching observations, collegiate sessions and PRD/PRI process. Teaching staff continually reflect on personal development through the upkeep of their GTC profile.</p> <p>ELC staff meet on a regular basis to reflect on the opportunities available within the setting, evaluating and planning for next steps appropriately. In addition, ELC staff discuss development of children on an individual and group basis, highlighting areas that could be of focus. As a result of this, possible training opportunities are highlighted. These opportunities are recorded within the 'MySSSC' portal.</p> <p>Parents are informed of developments in school priorities through an annual report and are given opportunity to respond to this.</p>	<p>Implementing improvement and change</p> <p>Make effective use of PEF to promote creative ways based on research to ensure equality and excellence across the schools and partnership.</p> <p>Develop Professional Learning Groups to focus on improvement through Visible Learning, Developing Number Knowledge and Moderation highlighting the Empowerment Agenda.</p>	
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Learning and engagement</p> <p>The learning environment across the partnership continues to build on Nurturing approaches. Staff are committed to meeting the needs of individuals and work with partners across different sectors to achieve this.</p> <p>PEF interventions target learners to close the attainment gap.</p> <p>Through VL work, staff have begun to address how learners engage and articulate their learning to others.</p> <p>2 of SLT assessed value of wall displays and how they benefitted the learners. Individual and whole school feedback was presented.</p> <p>We value all stakeholders and their contribution to the life of our school. We continue to work with a wide range of partners to improve engagement opportunities for our children as was evidenced through our DYW work, school</p>	<p>Learning and engagement</p> <p>Update Promoting Positive Relationships Policy in line with new Respect For All / Respect Me Policy Guidelines. HT to attend training.</p> <p>Develop Wider Achievement Tracking Tool. HT and SLT to lead developments here.</p> <p>Investigate ways for learners to further drive their learning forwards – revisit wall displays to evaluate changes and impact of these, work with HT on developing aspects of wee HGIOS – theme 2. Year 2 Visible Learning programme</p>	4

	<p>events and educational visitors/excursions. Our learners are supportive of each other which is clearly evidenced in the classrooms and around the school. Our buddy systems which enable smooth transition into Primary 1 providing strong opportunities for older children to support and engage the new members of our school community. All learners in Minnigaff are members of a Citizenship group promoting their contribution to the life of the school and community. Learners have a voice through Assemblies and their work within these groups. Most learners are engaged with their learning and can discuss their progress and next steps with staff, parents and peers.</p> <p>Quality of teaching Observations show that pace of learning is good in almost all classes and that overall the quality of teaching across the partnership is good. Visible Learning based walkthroughs evidenced a need to further develop childrens’ ability to discuss their learning and a need to develop the use of Learning Intentions and Success Criteria. Teachers are showing that they understand the individual learning needs within their classrooms and are addressing these through differentiation and through learning approaches used. We hold timely discussions between staff, management and SLT to ensure effective interventions for most learners. There is a good quality of teaching within our schools and partnership with staff making good use of the resources available to them. HOTs activities and opportunities are clearly presented in planning and alongside good use of effective questioning and creative learning and teaching opportunities; we provide challenging and enjoyable learning experiences. This practice needs to be embedded in all classrooms. Most staff make effective use of feedback to support learners progress. There is a requirement to further develop feedback to enhance understanding of progress and skills being developed. Support is required to focus discussion on learning.</p> <p>Effective use of assessment We use an agreed range of formative and summative assessment approaches across the schools and partnership informing our robust moderation approach. We have a shared moderation framework. Cluster moderation is shared on the one drive. Staff plan assessment tasks collegiately across the partnership leading to a shared understanding of expectations and standards. Staff continue to make use of Benchmarks to inform progress</p>	<p>Quality of teaching Through Visible Learning programme further develop LI/SC so that children are more able to define what success looks like. Develop use of digital technologies to enhance learning and teaching.</p> <p>Effective use of assessment Become more robust in moderating the end of level. Make more effective use of SNSA data as a diagnostic tool for P7 cohort – aim to assess in Nov Consider GL Assessments/PiPs/INCAs for additional individual data. All staff to become more confident with data through use of BGE Toolkit. Implement Snapshot in place of PLP to give a picture of attainment.</p>	
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	<p>within a level and towards achievement of a level. Learners are given opportunities for peer and self-assessment and are becoming more confident with this aspect of their learning. Staff have recently taken steps towards developing greater consistency in gathering, analyzing and using assessment information through use of rubrics, evaluating lines of progression and adapting formats. This has supported staff in gauging children's progress and attainment as evidenced in PLPs.</p> <p>Planning, tracking and monitoring Schools continue to develop planning frameworks to ensure progress in learning – IDL programme has been revisited. Focus groups across the Cluster have developed maths progression and framework to be implemented this session. We have an agreed collegiate calendar involving planning, tracking and monitoring activities. SLT work with staff to complete tracking sheets – this involves dialogue regards where we are now, progress over time and predictions for the future. We use tracking data to highlight and evaluate PEF interventions, ASN interventions and Inclusion Support Interventions. Most staff is able to accurately discuss the progress of learners in their class and suggest strategies for improvement. Learners are involved in planning aspects of their learning. In the ELC setting, children play an active role in their learning by monitoring their own learning and being involved in planning their next steps. They are also consulted on an 'interest' basis by discussing what they already know about a subject and what they might like to find out.</p>	<p>Planning, tracking and monitoring SLT to confirm bundles and possible contexts for learning. Use of additional INSET days to slim line planning framework. Include LAs in tracking and monitoring meetings. Final tracking meetings to include next session's teacher. Develop methods for learners to become more involved in their learning journey. Introduce alternative mid-term tracker – more detailed inc PEF/SNSA/Interventions</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Wellbeing Recent review of VVA emphasizes the importance of wellbeing. Pupil Voice boards allow pupils opportunities to share their views on current issues/ things to be considered within the school. Pupil responsibility encouraged in a range of different ways including allocation of specific roles within the school eg House Captains/Pupil Council/Citizenship Groups. SLT visited Beattock Primary to learn more about the process of becoming a Rights Respecting School – to be considered in the future. HT attended Respect for All training day and Supporting Transgender Young People Training. There is a positive ethos in both settings based upon supportive and respectful relationships across our school communities. All staff promotes positive relationships in line with our nurturing approaches and our Promoting Positive Relationships policy. Almost all learners feel safe, nurtured and respected within</p>	<p>Wellbeing Review Promoting Positive Relationships Policy in light of new Respect For All Guidelines. Work with parent and pupil focus groups to include Bullying Policy. HT to work with Cluster HT colleagues to investigate resilience within the partnership. Investigate further ways to evaluate children's HWB.</p>	4

	<p>our school community. Almost all learners within our schools have secure friendship relationships with peers. We seek positive support from Partner Agencies to ensure all learners' needs are met. Staff knows our children as individuals and treats them with respect. Staff shares their concerns and observations with class teachers, management and parents. Staff makes use of SEEMIS to report and record concerns. Staff need to become more confident and consistent with latest pastoral notes using guidelines produced. Staff knows who to approach for support and is able to complete referrals relevantly. We work with our partners including the Inclusion Support Team and Intensive Support Team to ensure the wellbeing of our children. Learners are given opportunity to evaluate and discuss their own wellbeing through PLP entries, HWB programme and individual interventions put in place. Learners who have Child's Plans are invited to discuss these and have their voice recorded.</p> <p>Fulfilment of statutory duties All staff is aware of Child Protection procedures and follow these appropriately to benefit the children. Update training takes place yearly. Senior leaders attend GIRFEC refresher training and keep abreast of relative changes to policy and procedure. All identified children's PPRs are clearly labelled indicating where further information can be found. Administration of medicine carried out in line with latest procedures. All staff is encouraged to complete FLO Training modules to ensure they are up to date with Policy and Procedure. HT uploads new policy to the GLOW group to ensure it is communicated to all staff. Volunteers are PVG registered where necessary.</p> <p>Inclusion and equality 1 member of staff plus HT attended Supporting Transgender Young People Training and opportunities to share with staff were given. This will feed into revised school policy. Planned programmes and interventions are in place to support individuals – regularly reviewed. Greater use of IT to enhance individual programmes is evident. Through planning we ensure opportunities to celebrate diversity. Staff is aware of aspects affecting equality and equity in their classrooms and around the school and plans appropriately to remove these barriers to learning. Effective and creative use of PEF to address the poverty related attainment gap. We provide varied opportunities for wider achievement and staff takes cognizance of equity and equality when planning</p>	<p>Fulfilment of statutory duties Continue to ensure that all staff are aware of changes in Policy and Procedure.</p> <p>Inclusion and equality Continue to support effective use of PEF and Partner working to ensure inclusion and equality for all learners. Introduce individual Wider Achievement Trackers to ensure all children receive equity of experience.</p>	
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	<p>these. We have revisited our Equalities Policy to ensure it is more up to date. We use data within tracking (inc PEF data) and local knowledge effectively when putting strategies in place to ensure excellence and equity. Multi Agency working supports individuals to achieve within school.</p>																																																				
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Attainment in literacy and numeracy Overall most children are making good progress in Literacy and Numeracy within both schools. Almost all staff have a clear understanding of the community and background for children and seek out appropriate interventions. There is a wide range of assessment tools used to support teacher professional judgements – staff confidence in making professional judgements is increasing. Data identifies gaps in writing attainment across the partnership at First and Second levels suggesting that improvements within Early level are not sustained. Data would indicate that with the exception of P7 Listening and Talking, Minnigaff children perform on or above the National average and the SWEIC Family average at all levels assessed. At Early level, children within Creetown outperform the National and SWEIC Family average in all areas assessed and with the exception of writing, P7 also outperforms the National and SWEIC Family average. We continue to develop monitoring procedures to ensure these remain robust and give an informed, accurate assessment picture. Children are showing greater confidence to link their learning in Literacy and Numeracy into other areas of the curriculum. Data snapshot in May suggests the following achievement of a level predictions –</p> <table border="1" data-bbox="604 1024 1150 1437"> <thead> <tr> <th colspan="5">Creetown</th> </tr> <tr> <th>Stage</th> <th>L&T</th> <th>Reading</th> <th>Writing</th> <th>MN</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>84.6%</td> <td>79.9%</td> <td>69.2%</td> <td>84.6%</td> </tr> <tr> <td>P4</td> <td>100%</td> <td>83.3%</td> <td>83.3%</td> <td>83.3%</td> </tr> <tr> <td>P7</td> <td>100%</td> <td>100%</td> <td>80%</td> <td>100%</td> </tr> <tr> <th colspan="5">Minnigaff</th> </tr> <tr> <th>Stage</th> <th>L&T</th> <th>Reading</th> <th>Writing</th> <th>MN</th> </tr> <tr> <td>P1</td> <td>92.3%</td> <td>84.6%</td> <td>76.9%</td> <td>92.3%</td> </tr> <tr> <td>P4</td> <td>66.6%</td> <td>75%</td> <td>41.6%</td> <td>66.6%</td> </tr> <tr> <td>P7</td> <td>66.6%</td> <td>66.6%</td> <td>66.6%</td> <td>66.6%</td> </tr> </tbody> </table>	Creetown					Stage	L&T	Reading	Writing	MN	P1	84.6%	79.9%	69.2%	84.6%	P4	100%	83.3%	83.3%	83.3%	P7	100%	100%	80%	100%	Minnigaff					Stage	L&T	Reading	Writing	MN	P1	92.3%	84.6%	76.9%	92.3%	P4	66.6%	75%	41.6%	66.6%	P7	66.6%	66.6%	66.6%	66.6%	<p>Attainment in literacy and numeracy Evaluate the merit of introducing personal PEF profiles.</p> <p>Address children's poverty of experience through allocation of PEF to support improvement in writing.</p> <p>Continue to make use of a wide range of data including comparator data to identify gaps and barriers to learning.</p>	<p>4</p>
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	<p>Attainment over time Embedding of a more robust tracking tool across the partnership to include predictions has improved confidence with teacher judgement and promotes earlier intervention in Literacy and Numeracy. Staff makes effective use of the moderation process to make confident professional judgements in aspects of Lit/Num/HWB. The partnership sent representation to the Authority moderation day. Staff is engaging with benchmarks both as part of the planning and moderation process in conjunction with professional judgements made during tracking meetings. Staff are becoming increasingly confident at applying national standards when making professional judgements. Minnigaff – 2019 data indicates that almost all cohorts are performing at the expected level. At Early level there is an improving, positive picture in all areas and that cohorts maintain this when moving from Early to First. However year on year cohort data shows that across the school, cohorts within First and Second level is not sustaining improvement. Sufficient progress at First and Second level within Literacy and Numeracy requires to be maintained. Creetown – Data indicates an improving picture with almost all stages showing good performance statistics. Data for almost all cohorts indicates attainment has been maintained or improved.</p> <p>Overall quality of learners’ achievement There is a range of opportunities for Pupil Voice to be within both schools through consultation, survey and Citizenship Groups. Pupil Council groups within both schools will begin to take priorities forward through Theme 2 and Theme 5 in wee HGIOS. Stay and Learn sessions within the schools and Stay and Play sessions within ELC are well attended and promote skills and knowledge development within the wider parent community thus supporting achievement. PEF funded allotments have given opportunity for children to develop gardening skills and learn more about the science of growing plants. A few parents/grandparents within both schools have supported the children to develop the allotments. A DYW programme promotes skills development within the world of work and entrepreneurialism. Visible Learning will promote the embedding of skills for learning across the curriculum. Achievements both in and out of school are recognized in a variety of ways – Achievement Walls, school blog, certificates, Show and Tell monthly Assemblies. Children within ELC join the school to celebrate achievements during</p>	<p>Attainment over time Introduce a more detailed tracker for use at attainment meetings to include PEF. Continue to engage with BGE tracking format/toolkit Move towards P7 SNSA in November as a diagnostic tool. HT to work within SWEIC Family as a wider moderation exercise.</p> <p>Overall quality of learners’ achievement Introduce tracking tool for Wider Achievement. Allocate PEF to ensure that all pupils receive access to the same experiences.</p>	
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	<p>Assemblies. School Blogs are now running well and promote learning and achievements within the schools – some parents are actively engaging with this platform. Most children are able to discuss their learning journeys in terms of where they are and what next steps may be. Links are made with targets within the PLP. They are able to make informed decisions regards their own progress through conversations with staff. There is a culture of recognising and sharing individual achievements in class across the school. Equity for all learners Almost all staff is aware of children who experience disadvantage and actively seek to address this. PEF actively targets cohorts and individuals based on need and circumstance. We analyse data to identify the attainment gap – Minnigaff – 2/3 of PEF attracting children are working at the expected level of their peers and are making equivalent progress. A few are achieving beyond expectations in areas of Literacy and Numeracy. Creetown – at Early level most children are attaining in line with their peers and are making expected progress in almost all areas. Further interventions within First and Second level are required to ensure equity of attainment and experience for our most disadvantaged children.</p> <p>QI 3.2 PLP’s evidence children’s development of fine motor skills and early writing and this is now tracked termly. Most children are making good progress towards developmental milestones relating to early communication and writing. Most children show a keen interest in mark-making and early writing, with a number of children making positive attempts to form their name. All N5 children and most N4 children can recognize their name in print. Progress towards listening and talking skills is also noted and is developing well. This has been further developed with the use of TLQ intervention and has led to all targeted learners making good progress in Literacy. Children are making good progress in number-work, counting with confidence during play. Some are showing very good number recognition, leading to larger numbers, and this has led staff to further develop number activities on offer. Children develop mathematical language and numeracy skills on a daily basis through experiences on offer. Health and wellbeing is embedded within the nursery environment through the use of free-flow play, active learning activities, outdoor learning and focused PE sessions. Engagement and progression in this area is evident within</p>	<p>Equity for all learners Continue to ensure that PEF is used effectively to ensure equity for our most disadvantaged children and excellence for all.</p> <p>Continue to provide children with a wide range of activities and opportunities to practice mark-making and early writing skills. Contextualise these to encourage those who are less reluctant to take part in opportunities of this type.</p> <p>Continue to enhance talking, listening and questioning skills through TLQ intervention on targeted group (possible PEF – relief?). ELC staff to ensure TLQ is based around appropriate timescale for completion in order to monitor true impact. ? Offer Book Bug sessions to further include families from the school/local community (availability of training)</p> <p>Ensure ‘challenge’ across curriculum and experiences on offer. Children given opportunities to talk about and discuss their learning to plan appropriate next steps (link to VL).</p>	
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	<p>children's PLPs.</p> <p>Play and investigation, especially linked to creativity, has been an area of focus for staff. Observations made have detailed development in problem-solving skills, enabling children to be more confident and independent in their play. It has also encouraged</p> <p>Personal Plans contain personal targets linked to developmental milestones and are set in conjunction with parents. These are now streamlined with PLP's to ensure that children's developmental targets are easily monitored and tracked.</p> <p>Key worker system ensures that staff are fully aware of the socio- economic background of the children within their group and seek to ensure equity of experience within the setting. These positive relationships ensure staff are fully aware individuals' needs and targets, enabling activities and experiences to be planned appropriately.</p> <p>Children are involved in deciding and developing their learning opportunities by being active participants in planning for next steps in PLP's, consulting with staff when planning for interests. Big Book Planning also allows for this flexibility. Parents/carers are also regularly consulted, with regards to their child's development and experiences available within the setting and are now encouraged to contribute to their child's PLP.</p>	<p>Focus on ELC environment to further enhance investigation, creativity and problem solving. Review indoor and outdoor resources and adapt/source new resources if applicable.</p> <p>Continue to encourage parents to contribute to their children's learning to create a more holistic account of their children's learning: increasing involvement with PLPs, encouraging parents/carers to be more pro-active in commenting on learning (in PPs and on School Blog) and sharing children's achievements and interests from home.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Almost all curricular areas have a clear, progressive pathway ensure the principles of curriculum design. The design of our school curriculum in both settings links well to our Vision Value and Aims and takes account of the four contexts for learning. A representative from the partnership attended cluster work sessions at Early, First and Second levels to develop assessment tasks for Maths.</p> <p>Collegiate professional dialogue and good teamwork ensures that we build on prior learning and take cognizance of where learning may lead and will lead to streamlining of planning documents. Impact of Visible Learning regards individual learning journeys and pathways yet to be evaluated. Cluster collegiate sessions have produced a clear maths progressive programme.. ELC planning is reflective and responsive to learner ideas and needs whilst also ensuring progression. Planning feedback linked with observations suggests that almost all teachers are providing challenge and flexible learning opportunities within their classrooms.</p> <p>We work with various partners to provide good quality, creative and interesting learning opportunities.</p> <p>All staff including Learning Assistants takes responsibility</p>	<p>Review partner work with a view to earlier action being taken regards individual plans.</p> <p>Investigate community links to further develop and strengthen learning pathways including DYW.</p> <p>Include LAs in tracking and monitoring meetings. Final tracking meetings to include next session's teacher.</p> <p>Develop digital literacy skills through the Digital Schools Award – ongoing</p> <p>Involve children and parents in developing Literacy rubrics.</p>	

	<p>for developing aspects of literacy. LAs and Nursery Nurse instigate Literacy interventions.</p> <p>Shared discussions on children’s work throughout the year and at points of transition ensure staff builds on prior learning and skills/knowledge developed.</p> <p>Websites and learning / classroom and school information shared with parents through school blogs to reinforce learning. Parents are beginning to engage well with this process.</p> <p>Curricular newsletters and help sheets provide opportunities for parents to support the learning at home.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>Both settings have an open door policy and most parents feel comfortable approaching the school.</p> <p>Parents involved with Friends of Minnigaff and Creetown’s PTA are active and enthusiastic fundraisers.</p> <p>Parents are invited to join classes for Stay and learn sessions. These sessions were well attended across the partnership. Positive feedback was received.</p> <p>Parents in both schools lead running clubs which were well attended. Parents in Creetown are involved in the After School netball club whilst a grandparent runs the football club. Parents in Minnigaff are involved in the after school gardening club. Through this parental links are developed and strengthened.</p> <p>The schools hold celebration assemblies and learning assemblies and invite parents to these.</p> <p>Staff in both settings continues to make effective use of a wide variety of partnerships to provide creative and interesting learning opportunities to support achievement, participation and raise attainment.</p> <p>Minnigaff / Creetown PTA often subsidise school excursions. Almost all parents complete the “How am I doing?” sheet within the children’s PLP to reflect their views on learning within the classroom.</p> <p>ELC feedback suggests that those parents feel strongly that they are involved in their children’s learning and that they are positive about the settings ability to promote learning.</p>	<p>Investigate community links and parental involvement to further develop and strengthen learning pathways including DYW.</p> <p>Continue to investigate ways in which to further engage and involve parents as partners in learning.</p> <p>Seek ways to involve parents in planning and evaluating aspects of school life.</p> <p>Develop the role of the Parent Council to reflect all aspects of Parent life and engage more families. Parent Council to take responsibility for an aspect of the SIP or an area identified within the Quality and Standards report.</p> <p>Involve parents in supporting learning through promoting Stay and Learn, Curricular sessions/workshops.</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Raise attainment in Literacy and Numeracy through developing assessment – capable learners.</p> <p>NIF Priority Improvement in attainment, particularly in Literacy and Numeracy</p> <p>NIF Driver Teacher Professionalism School Leadership HGIOS?4 / HGIOELC Qis 3.2 Raising Attainment 2.3 Learning, Teaching and Assessment 3.2 Securing children's progress</p>	<p>Children will know their starting point and what progress they have made. They will know their progress in literacy using rubrics and in Numeracy using the developing number knowledge progression. <i>By June 2020 children will be able to articulate what assessment tasks are for and what the results mean. They will be able to describe what they are learning, what their next steps are and how they are going to get there.</i></p> <p>Children will be able to identify how and when they are using effective learner characteristics. <i>By February 2020 children in focus groups will be able to describe effective learner characteristics.</i></p> <p>Articulate learning intentions and co-create success criteria and how their work measures against these. <i>By April 2020 during walkthroughs and observations it will be evident that all classes are routinely using and referring to learning intentions and success criteria. Pupils will fully understand what these mean and feedback to pupils will based around these.</i></p>	<p>Implement Strategic Action Plan</p> <p>Walkthroughs. Discussion between pupils and class teachers. Complete Visible Learner questionnaire (as carried out in initial evidence gathering stage) and follow up during focus groups.</p> <p>Termly focus groups made up of sample of pupils from across the school.</p> <p>Walkthroughs.</p> <p>Walkthroughs each month to ensure learning intentions are being shared and success criteria are being co-created and referred to. Discussions at collegiate sessions to ensure learning intentions and success criteria are being used.</p>	<p>3 x INSET days for staff training and collaboration.</p> <p>2 days per term for impact coaches 1 day per term for leaders £5400 PEF allocation + additional 2 days cover per school per term £3600 PEF allocation Professional learning sessions- time to be given during assemblies 10x 30 minute professional learning sessions per year – all staff 5 x 2 hour collegiate sessions led by impact coaches/leaders</p>

<p>School Priority 2 Raise attainment in Literacy and Numeracy to provide excellence and equity for all children.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver Teacher Professionalism Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 3.2 Raising Attainment 2.3 Learning, Teaching and Assessment 3.2 Securing children's progress</p>	<p>Literacy – provide and develop opportunities for experiential learning to improve attainment in writing for all children.</p> <p><i>By May 2020 a 5% increase in all cohorts achieving in writing at the expected level.</i></p> <p>Numeracy – ensure a deeper understanding of number knowledge, skills and strategies to improve attainment for all children.</p> <p><i>By May 2020 a 5% increase in children achieving First level in Creetown and a 10% increase in children achieving First level in Minnigaff.</i></p>	<p>Plan experiential learning within classrooms and programmes of study eg bring experiences into school and further develop the use of school allotments as a stimulus.</p> <p>Adapt and develop the use of rubrics as a progression and assessment tool.</p> <p>Train 5 members of staff in Developing Number Knowledge.</p> <p>Staff disseminates and introduces strategies within the classes.</p> <p>Purchase required resources. Use of Cluster Progression Planners to ensure attainment gaps are addressed.</p>	<p>4 x 30 minute professional learning sessions per year to plan and adapt rubrics– all staff</p> <p>1 x collegiate session from Assessment to collate data – all staff</p> <p>Allocation of funding to provide experiences/purchase resources - £4000 per school = £8000 PEF</p> <p>5 x 2 days staff training £2000 PEF 10 x support days to enable training £3000 PEF 4 x additional support days per school = £2400 PEF Purchase of resources - £1000 per school = £2000 PEF</p> <p>3 x 2 hour collegiate sessions. All staff 8 x 30 min Professional Learning sessions – all staff</p>
<p>School Priority 3 Embed a culture of collaborative planning, moderation, assessment and tracking across the school, partnership, cluster to raise attainment in Literacy and Numeracy.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children's progress.</p> <p>HGIOS?4 / HGIOELC Qis 3.2 Raising Attainment 2.3 Learning, Teaching and Assessment 3.2 Securing children's progress</p>	<p>An empowered and collaborative learning community will work together to further embed a moderation framework and shared understanding of standards to ensure progressive raised attainment for children.</p> <p><i>By May 2020 5% increase in children achieving a level in all areas of Literacy and Numeracy assessed.</i></p> <p>Develop tracking system to include Wider Achievements enabling children who are at risk of being disadvantaged to be identified.</p> <p><i>By May 2020 almost all children to be able to evidence wider achievements.</i></p> <p>Introducing a Snapshot Jotter to replace PLPs enables a more collaborative approach involving children in their learning journey.</p> <p><i>By June 2020 80% of children will be able to assess and discuss learning and next steps within their Snapshot jotter.</i></p>	<p>Select areas to be moderated.</p> <p>Plan, carry out, observe and moderate selected areas.</p> <p>Agree and produce annotated exemplars linked to benchmarks.</p> <p>Introduce Wider Achievement tracking system to all classes. Wider Achievement discussions to form part of attainment meetings.</p> <p>Develop individual PEF profiles.</p> <p>Develop and introduce Snapshot Jotters</p>	<p>3 x 2 hour sessions from Assessment – all staff 8 x 30 minute professional learning sessions. – all staff</p> <p>3 x tracking meetings per class per year – SLT/CT</p> <p>8 x 30 minute professional learning sessions. All staff</p>

<p>Cluster Shared Focus</p> <p>1+2 Numeracy & Mathematics Tracking</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS? 4 / HGIOELC? QIs 1+2 1.2, 2.2, 2.3, 3.3</p> <p>Numeracy 2.3, 3.2,</p> <p>Tracking 2.3, 2.4, 2.6</p>	<p>1+2 Cluster plan and implementation model was presented as an example of good practice at D & G Modern Language Conference which was attended by Education Scotland.</p> <p>Programme planned and staff trained to deliver 2nd Language to start in Aug 2019. (Spanish) Lead practitioners to train P5-7 staff in delivery of second language. Increased teacher confidence in the delivery of Spanish in August 2019. Programme will lead to consistent approach to learning across the cluster which will enable us to measure the impact on uptake and attainment at secondary.</p> <p>Assessment materials available for P1-7 in French by March 2019 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1st Language) Change of staff and difficulty getting staff cover has impacted on the capacity to carry this through.</p> <p>Numeracy & Mathematics</p> <p>Raise attainment at all levels across the DEHS cluster by 10% over the next 2 years. HTs revisited, reviewed & updated cluster programme focusing on progression. Class teachers moderated the learning experiences, assessment and context. Cluster training for class teachers on Maths Recovery. Training in 'Developing Number Knowledge' has led to increased confidence in delivery of Numeracy and focus on targeting individuals to raise attainment. Following HT review of cluster Maths, assessments for all stages have been developed to measure attainment across the cluster to aid future moderation.</p> <p>Tracking HTs are ensuring pace and challenge of learning is appropriate meeting needs of all pupils through quality assurance and evaluation of data with staff to impact on specific learner needs and raise attainment.</p> <p>Barriers to Learning are identified and interventions implemented through further embedding the shared tracking document across the cluster and through tracking meetings within individual settings.</p> <p>P7 is shared with secondary as part of transition process.</p>	<p>Assessment materials available for P1-7 in French by March 2019 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1st Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019.</p> <p>'Developing Number Knowledge' – continue training for staff.</p> <p>Implement assessment materials at all levels.</p> <p>HTs to share progressions and assessments with secondary colleagues.</p> <p>Partnership schools will continue to develop skills in 'Developing Number Knowledge' in their own settings.</p> <p>Continue quality assurance, data analysis and tracking of pupils to raise attainment and meet the needs of all pupils.</p> <p>Continue to share data with secondary colleagues.</p>
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