

School Improvement Planning Returns to Local Authority (2018 - 2019)

School: Sandhead and Drummore Primaries

Date: April/May 2018

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:

At South Rhins Primaries we are:

- Learning to be – the type of person you are, the qualities you have, how you feel, to have a purpose, believe in yourself, have a direction in life, an ambition
- Learning to learn – having the tools to be able to tackle any new problem or issue, now and in the future, skills for learning, life and work, independent thinkers
- Learning to live – to make friends and get on, treating others with respect and dignity, show awareness of diversity and equality, live in harmony, promote tolerance

Our Values:

Safe, Healthy, Achieving, Nurtures, Active, Responsible, Respected and Included

Review Date: April to June 2018 with a relaunch in August 2018

Review Activities (as appropriate)

- Consultation with learners during assemblies and pupil council
- Consultation with staff during collegiate session and survey monkey
- Consultation with parents and carers through parent council and survey monkey
- 'What I expect...' campaign from all stakeholders (including visitors/partners) to form a new constitution which all sign up to commit to
- Launch of Vision, Values and Aims through scrolls, whole school assembly and parent/carers information leaflet
- New Vision to be on all newsletters, school letters, new school blog, possibly on uniforms and displayed throughout the school

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: Raising attainment, particularly 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 QIs: 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p>HGIOELC? QIs: 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p>HGIOURS? Part 2 Theme 2 – Our learning and</p>	<ul style="list-style-type: none"> - Excellence and equity meetings between management team and practitioners, as well as AsfL team and partners are well established and carried out at least once per term. These highlight gaps/issues for learners and action points are set to address equity and excellence for all. <i>Impact: Positive impact evident already between 1st and 2nd meetings (interventions, individual challenges etc). See dialogue records.</i> - Standardised assessments have been carried out on all P1, P4 and P7. This data will be shared one to one with staff afterwards to inform reporting and next steps - All practitioners involved in planning, implementing and reviewing a small test of change for targeted learners within own class. <i>Impact: Positive impact is evident across the school (TLQ, Sumdog, Accelerated Reading and Big Maths Data). See intervention data.</i> - Benchmarks incorporated in to the cluster numeracy progression toolkit and PT at Drummole has begun this process for literacy within the Scottish Criterion scale. This will be referred to during moderation and quality assurance activities. - All teaching staff trained in Maths Recovery and support staff in 5 Minute Boxes for literacy and numeracy. <i>Evaluations of training very positive (see paper evaluations plus verbal</i> 	<ul style="list-style-type: none"> - Continue excellence and equity meetings and incorporate SNSA data into dialogue - Review of literacy planning to provide greater pace, challenge, breadth, depth and progression (Staff have expressed need for this) - All teaching and support staff to be trained in maths recovery, 5 minute boxes and Word Aware as

<p>teaching</p>	<p><i>feedback given</i>). Have also worked collegiately with Georgetown Primary staff to begin to embed Maths recovery principles in to the curriculum. <i>Impact: Early/First level staff enthused about new pedagogy and have asked to lead its implementation to start in August (building capacity in teaching and leadership).</i></p> <ul style="list-style-type: none"> - New headteacher started in January who has worked as a DO in numeracy and mathematics at Education Scotland as well as being D&G Hub Champion for numeracy. She shares her knowledge and expertise informally and formally with staff. She is also focusing on raising attainment in numeracy as part of her Into Headship degree. <i>Impact will be evaluated in June 2018 through written evaluation and Professional Verifier.</i> - Early/First level staff have worked collaboratively to review literacy progressions and pace/challenge. They have introduced book banding, expectations sheets and shared effective practice across the partnership. <i>Impact: Consistency across the partnership in planning for progression/pace/challenge across early/first level as shared understanding.</i> 	<p>whole school approaches to raising attainment.</p> <ul style="list-style-type: none"> - All early level staff to attend training in Literacy through Play and embed in to every day practice - Develop a shared understanding of the early/first level literacy curriculum, resources and pedagogy. Moderate planning, learning, teaching and assessment.
<p>School Priority 2: Improvement in children’s health and wellbeing</p> <p>NIF Priority Improvement in children and young people’s health and wellbeing</p> <p>NIF Driver School Improvement</p>	<ul style="list-style-type: none"> - GIRFEC now incorporated in to Nursery Care Plans and shared with parent/carers - Daily Mile being used by all staff. <i>Impact: Senior Mgt Team report that some learners enjoy DM, some don't and a lot of time can be wasted preparing for it. Decision made to limit total time for daily mile to 15 minutes (inclusive of changing shoes etc) and only if needed. Not be done in the morning (afternoons only).</i> - 2 hours of PE is in place across the partnership. Learners aware of 	<ul style="list-style-type: none"> - Two nurseries to work collaboratively together to further develop care plans e.g. make links between other plans, update regularly, include one-page overview of the child’s needs, record actions and impact for any development needs. (part of Care Inspectorate Action Plan) Staff to have time to explore cluster

<p>HGIOS? 4 QIs: 2.4 Removal of potential barriers to learning</p> <p>HGIOELC? QIs: 3.1 Ensuring wellbeing, equality and inclusion</p> <p>HGIOURS? Part 2 Theme 3: Our school and community</p> <p>Theme 4: Our health and wellbeing</p>	<p>this and able to report that they have 2 sessions of PE weekly (see HWB monitoring notes May 2018).</p> <ul style="list-style-type: none"> - Lunch and after-schools clubs have been provided since January to give children more opportunities to learn skills, socialize, follow instructions, work as a team etc. This was requested in the SWOT analysis from pupils and parents. There is also after school clubs in place at Sandhead for literacy and numeracy homework, targeting specific pupils initially and then others identified by class teachers. All targeted learners are attending, except one. Parents have been contacted and encouraged but they wish not to engage. <i>Impact: see 'Good News' email from class teacher re targeted child's Sumdog diagnostic score increasing. Parents have shared positive feedback about child attending and pupils reported to HT on 23rd May during feedback session that they love it and helps them with their class work.</i> - Established football and netball teams with coaching and involvement in tournaments and leagues. <i>Impact: More learners participating in the wider life of the school than previously. Starting a 'participation log' for learners.</i> - Growth Mindsets – P3/4/5 – Probationer teacher introduced growth mindsets principles in to her class successfully. <i>Impact: She has noted a positive impact on the pupils in her class who lacked confidence and resilience. (see driver diagram evaluations)</i> - 1140 hours started in January 2018 across both nurseries. Key worker system and Setting the Table now in place. Both nurseries sufficiently staffed and teams working well together after a 'settling in' period with new 1140 hours. <i>Impact: More learners accessing free child care within the setting, much more flexibility for parent/carers with regards to working hours, drop off, pick ups etc.</i> - Outdoor learning areas have been developed by staff across the ELCC. Fundraisers have taken place to fund these. Loose Parts beginning to be explored. Local community asked to help resource 	<p>HWB planners.</p> <ul style="list-style-type: none"> - Offer same model of after school clubs at Drummore (PEF) - Develop growth mindset principles across the whole school and partnership (PEF) - Explore the guidance in Setting the Table and share with parent/carers to pilot implementation within P1-2, then whole school (through snacks/playtimes) - Train early level staff in My World Outdoors and prepare action plan for developing outdoor learning across early level. (Requested by staff during collegiate meeting)
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	<p>this. <i>Impact: Both ELCC's inspected by Care Inspectorate and rated Good across Care and Support and Leadership and Management.</i></p>	<p>- Involve learners in development in outdoor learning environments and resources</p>
<p>School Priority 3: Improvement in employability skills</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver School Improvement</p> <p>HGIOS? 4 Qis: 2.2 Curriculum (Skills for learning, life and work)</p> <p>2.7 Partnerships</p> <p>HGIOELC? QIs: As above</p> <p>HGIOURS? Part 2 Theme 3: Our school and community</p> <p>Theme 5: Our success and achievements</p>	<p>- Job Centre established across both schools and all children have a responsibility within the school setting. A particular strength of this is within the Media Managers who now meet with a staff member every week to either blog, update school app or create news articles for the local press.</p> <p>- DYW request slips have been sent to parent/carers across the schools to visit during assembly times during term 4 to talk about their careers, the skills required for the job etc. Have had several responses back from a varied selection of careers. <i>Impact to be evaluated at end of term via feedback at pupil assemblies</i></p> <p>- Have established a 'Learners as Leaders' ethos surrounding lunch clubs led by the children. We have a gymnastics, arts/fashion, football and crafts club all led by the pupils. They had to propose a plan and meet with Mrs Henry with their activities, sign up sheets, advert posters and resources needed. The gymnastics club now have their own printed tshirts (organised and donated by a P6). <i>Impact to be evaluated at end of term via feedback at pupil assemblies</i></p>	<p>- Formally launch the job centre in the new session with clear roles and remits of the jobs for all. Share information with parent/carers. Look to extending job roles in to the community</p> <p>- Extend out in to the local businesses in the community – consider 'work experience' for P5-7's within these settings.</p> <p>- Incorporate the use of MyWorldofWork.co.uk skills builder and D&G Employability Toolkit for second level learners to record their employability skills.</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?

(see individual impact reports of PEF interventions 2017-2018. Each class teacher has completed an evaluation sheet with next steps and impact.)

- Valid and reliable assessments are used, summative and formative, to provide a holistic overview of targeted individuals. For example, starting with baselines assessments and then reviewing at regular intervals to gauge whether the intervention is working and useful to keep going (see TLQ/Sumdog interventions). This information is then analysed in partnership with other staff members, HT and partners agencies where necessary to provide an action plan for interventions e.g. if Accelerated reading score is below chronological age, personalised pathways will be put in place for those learners. Interventions are well researched and evidenced based in most cases.
- Where specialist input is required, our ASfL teacher will use specialist assessments e.g. WYATT, Boxall Profile etc to identify specific needs.
- Tracking is carried out regularly to ensure learners are on target for reaching set goals and if they are not, pro-active support is put in place.
- The assessment information is within easy reach to all staff as and when required and shared with the children/parent/carers where relevant.
- Next Steps could include; learners being more involved in planning and reviewing their next steps, more meaningful profiling which fully involves learners and parent/carers and involving parent/carers in supporting the learning within the school
- Professional dialogue across the school surrounding barriers to learning is embedded and occurs regularly. Excellence and equity dialogues have developed further to ensure that all learners needs are discussed e.g. more able, targeted groups, targeted individuals etc.
- Next steps could include; awareness of the child more holistically and taking the time to understand the barriers to learning from all aspects of their life – potentially looking at ACE's to comprehend the extent of some barriers.

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>1.1 Self-Evaluation for Self-Improvement</p> <ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data • Impact on learners' successes and achievements. 	<p>Self-evaluation</p> <ul style="list-style-type: none"> - Nursery staff using HGIELCC as key source of self-evaluation & doing so as a partnership (incorporating Care inspectorate feedback). - Collegiate sessions, SMT meetings, SWOT Analysis, 'See Us Shine', survey monkeys etc to identify key improvement priorities - Pupil participation central - assembly, what we expect campaign, pupil voice wall, pupil councils, survey monkeys - Moderation calendar in place with all staff involved in process (not just SMT) - Strong ethos of peer support in learners and staff e.g. inhouse training (PT sharing Big Maths, Early level literacy) - Staff keen for time in working time agreement to participate in moderation activities in planning, learning, teaching and assessment <p>Impact? Collaborative ethos developing focused on shared improvement priorities, leading to improved experiences for learners</p> <p>Analysis and evaluation of intelligence and data</p> <ul style="list-style-type: none"> - Excellence and equity dialogues with SMT - Collation of feedback from stakeholders leading to school improvement priorities - Currently all staff using cluster planners for numeracy and maths and Scottish criterion scale for literacy - All staff using shared tracking system to monitor learner progress through a level across cfe 	<ul style="list-style-type: none"> - More planned opportunities to use HGIOS/HGIOELCC and HGIOURS to identify features of highly effective practice and next steps (collegiate sessions, SMT meetings etc) - More involvement of other stakeholders in leading school improvements e.g. parents, staff and partners - Explore effective ways to document self-evaluation and sharing with others - Gain confidence in creating holistic assessments to help inform professional judgement with regards to learner progress and/or achievement of a level - Have more time to engage in data from SNSA's and other information to identify specific learning needs and action points/interventions - Continue to actively involve parents and partners in the self-evaluation and improvement process through focus groups, working parties, volunteer work, blog, parents facebook page, open afternoons etc 	<p>4</p>

	<p>Impact? Staff and SMT are clear on the individual progress of every learner in their care and can use triangulation of data to inform judgements and next steps. This means learning experiences and interventions (where necessary) are more likely to be personalised to the individuals and help them to achieve their full potential. This is the case for both the most disadvantaged learners (equity agenda) but also for other learners, including the more able (excellence agenda). E&E dialogue records illustrate these personalized learning pathways for identified children.</p>		
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>Shared vision, values and aims</p> <ul style="list-style-type: none"> - Almost all staff display a commitment to shared educational values and professional standards - HT is developing a new shared vision and set of values through dialogue/surveys with all stakeholders to launch in August - We develop leadership at all levels through identifying existing strengths and interests of our staff and using these to build capacity within others e.g. technology (blog), Big Maths, Mindfulness/Meditation, Music, French etc. <p>Strategic planning for continuous improvement</p> <ul style="list-style-type: none"> - SMT beginning to work together as a team to drive forward improvement. New nursery manager appointment at Sandhead is a valued contribution to the school team in terms of working together on school improvement. - Professional dialogue is valued across the school and time is ring-fenced for this in a variety of ways e.g. collaborative working for maths recovery, partnership collegiate meetings, working with stage partners <p>Implementing improvement and change</p> <ul style="list-style-type: none"> - Effective strategies in place to monitor and evaluate impact of changes e.g. a balance of diagnostic data, peer visits, monitoring calendar, feedback from stakeholders, formative 	<ul style="list-style-type: none"> - Launch new vision, values and aims for the partnership to highlight a new direction of travel under new leadership and a period of stability - Every single member of staff demonstrates the core vision and values of the school community every single day - SMT to have more collective responsibility for school improvement together, supporting the HT to guide and initiate change (this includes nursery managers/teachers as part of the SMT) - Termly SMT meetings to evaluate progress of strategic change and improvement - Give more time for professional dialogue to explore self-evaluation themes and improvement priorities using HGIOS/HGIELCC for staff and parents and HGIOURS for learners 	<p>3</p>

	<p>assessment, professional judgement, SWOT, surveys etc</p> <p>- Staff have experienced quality practitioner enquiry when designing driver diagrams for PEF plans e.g. identifying needs, researching effective interventions, organising resources, developing short tests of change, monitoring changes and evaluating impact.</p> <p>Impact? Staff are seeing a real push in collaborative working to enhance outcomes for learners (feedback from meetings). There is a shared desire to allocate more time for peer working/moderation activities to share effective practice too (evident in staff self-evaluations). Staff also have engaged with some educational literature and research to justify interventions they have in place and can see the value of upskilling their pedagogical skills in order to further meet the needs of their learners (Professional Update, Upstart Free Play reading, reading Headteacher's Update etc).</p>	<ul style="list-style-type: none"> - Time set aside for staff to share impact with others and offer what they have learned from their short tests of change - Time for staff to formalise results of impact to share with stakeholders appropriately - Continue to provide opportunities for staff to engage in professional reading and research within the 35 hour working time agreement, as well as part of their own Professional update 	
<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 Most stakeholders model a positive attitude and contribute to a positive ethos, respective of children's rights etc. Most learners are engaged in their learning and have the opportunity to choose/lead their learning. Learners lead many projects in school e.g. Medal of excellence, lunchtime clubs, buddy system etc. The learners voice is strong across both settings and are fully involved in decision making in the school.</p> <p>Quality of teaching Learning intentions and success criteria are incorporated in termly and daily planning and shared with the learners regularly. Higher order questioning is incorporated in to some planning. Yet to be monitored as to whether this is fully embedded in classroom practice. All staff monitor learner progress very closely and use professional dialogue formally and informally to discuss any</p>	<p>Digital learning needs to expand beyond the use of computer programmes/games e.g. learners using email, blogs, animation, computer programming etc.</p> <p>Develop understanding of holistic assessments, their use, creation and planning of them.</p> <p>Need to re-establish shared vision and values and aims and look for evidence of this in every day learning and teaching to ensure high aspirations / expectations of all learners.</p> <p>Develop opportunities for planned outdoor learning across the curriculum on a regular basis to increase engagement. Include monitoring of higher order questioning in</p>	3

	<p>needs and interventions which can be put in place. Staff know learners and their needs very well. Yet to monitor the use of feedback techniques across the school/partnership.</p> <p>Effective Use of Assessment A wide range of assessment strategies are used across both schools including the use of diagnostic, summative and formative. Staff are aware that their professional judgement underpin these assessments too. Reflection folders are in place across the partnership illustrating 'latest and best' work, with annotations of context across the curriculum. Due to small school setting, staff can work closely together on moderating standards, assessments etc in an informal manner. Benchmarks are incorporated in to some plans to refer to when making assessment judgements. Tracking systems are also in place to aid with achievement of a level decisions too.</p> <p>Planning, tracking and monitoring Planning formats are in place across the contract ensuring a breadth of coverage and progression too. KWL grids (or equivalent) are used in some classes to gauge prior knowledge before teaching and allow for learner input in content. Colour coded tracking systems are in place to monitor progress across the curriculum. All teachers have well-developed skills of data analysis which are focused on improvement.</p> <p>Impact? Learners views are appreciated and valued so they feel ownership of their school (evident through feedback in pupil council, see us shine wall post its). Due to using a wide range of assessment strategies, staff know learners needs and next steps and can work together to form strategies to address these. Staff actively contribute to</p>	<p>classroom observation documentation.</p> <p>Monitor the use of feedback. Share effective strategies.</p> <p>More focus on the assessment and monitoring of skills development across the curriculum e.g. employability skills, numeracy and maths skills.</p> <p>Review of reflection folders and tracking system to be conducted to assess learner and parental engagement in their use (As requested in staff SWOT analysis).</p> <p>Incorporate more formal moderation of standards and assessment across the school and partnership via the 35 hour agreement plan.</p> <p>Planning tends to be over-bureaucratic. Review of planning to be conducted (As requested in staff SWOT analysis).</p>	
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	<p>excellence and equity dialogues and refer confidently to a wide range of evidence, so can provide targeted support for learners. Planning should help provide progression and coherence across CfE levels. Some topics are left open (As opposed to context driven) to allow for learner choice.</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 GIRFEC as values and big input last year across the two schools. Most of our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We ensure children and young people are active participants in discussions and decisions which may affect their lives (evident in assembly feedback sessions, Pupil Council, SWOT analysis, questionnaires)</p> <p>Fulfilment of statutory duties No requirements regarding both Care Inspectorate unannounced visits (Nov 17', Dec 18')</p> <p>HT actively seeks input from partners to ensure fulfilment of statutory duties e.g. Schools Resources Manager, Education ICT Team, training events/courses for data management etc</p> <p>Inclusion and Equality All learners are included, engaged and involved in the life of the school. Almost all learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are</p>	<p>Need to ensure a positive, warm ethos from every single member of the school community, treating each individual with respect at all times (through embedding the new VVA in August)</p>	<p>3</p>

	<p>not barriers to participation and achievement. We welcome and embrace difference (through our actions day to day).</p> <p>We have effective strategies in place to improve attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. (evident in PEF plans, AsfL plans, Child's Plans, LAC review plans)</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</p> <p>AoAL data is positive for Drummore but below 85% across levels in Sandhead. We hope our interventions and planning for next session will see attainment rise towards 85%.</p> <p>Attainment over time Analysing CEM records over time on Tableau the following can be said for standardized scores for lit and num at Sandhead: - On average, P7,P6,P5 attainment has risen from 2012-2017/18 - P4 has risen, except from a drop from 107 to 100 in 2017/18 - P3 has risen on average over time, particularly in mental arithmetic - P2 – attainment has dropped across lit and num from 16/17 to 17/18</p> <p>Analysing CEM records over time on Tableau the following can be said for standardized scores for lit and num at Drummore: - P2 – attainment has dropped across lit but risen in numeracy from 16/17 to 17/18 - In P3, reading attainment rose until 15/16 then fell afterwards, gen maths has risen slightly from 13.14 to 17/18, as has mental arithmetic - In P4, reading attainment has increased (particularly at 16/17 and 17/18), general maths</p>	<p>Implement focused literacy and numeracy interventions to close attainment gaps as well as raise attainment for all, including more able learners or those where progress has flatlined.</p> <p>Need to develop stronger links with clubs which learners are involved with e.g. football teams, dancing, swimming, Beavers, Cubs, Brownies, Brass band etc to explore achievement in other areas and track progress in skills not just within the school day. A member of staff could lead on this project.</p> <p>Develop accredited schemes of achievement for all e.g. John Muir awards, School Sports award. A member of staff could lead on this project.</p> <p>Time for the senior management team to meet and look at attainment over time, following stages as well as cohorts and individuals to monitor progress, patterns, trends etc and identify action points from this.</p> <p>Train senior management team and teaching staff in analyzing SNSA data using online videos and training resources. Allow time to discuss data with stage partners/across school/across</p>	<p>3</p>

	<p>dipped at 14/15 then picked back up, mental arithmetic has risen over time</p> <ul style="list-style-type: none"> - P5 attainment dips and rises from 12/13 to 17/18 across lit and num - P6 attainment dips and rises with a positive rise in 17/18 - P7 has some worrying dips across lit and num, particularly over the last 3 years <p>Overall quality of learners' achievement Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. Learners are given a huge variety of experienced out with the standard curriculum. Eco-Schools, Monitors, 'See us Shine' ethos, Medal of Excellence etc embraces wider achievement (not just academic).</p> <p>Equity for all learners We have effective systems in place to promote equity of success and achievement for all our children and young people e.g. evidence based driver diagrams, targeted interventions, review periods, well trained staff to implement interventions.</p> <p>The school tried to empower learners to have a say in the quality of their learning experiences and how to improve e.g. survey monkey for maths, swot analysis, feedback at assembly, pupil council, post it note wall etc.</p>	<p>partnership.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> - Progressions in place include numeracy and mathematics (mental and core planning progressions), literacy Scottish Criterion scale and individualized planning dependent on learners - Individualised learning programmes in place for learners who require it - Some outdoor learning experiences are provided 	<ul style="list-style-type: none"> - Outdoor learning experiences need to be well planned for in advance, and offer engaging and motivating activities relevant to learning - Nursery outdoor areas to be shared with early/first level learners where appropriate, taking progression, challenge and relevance in to consideration when doing so. Collaborative planning between 	

	<p>across some classes</p> <ul style="list-style-type: none"> - Both nurseries have been developing their outdoor learning environments through community partnerships and/or fundraising. - Through new planning within Developing Number Knowledge, progression and coherence between levels/stages should be enhanced 	<p>early years staff is vital for this</p> <ul style="list-style-type: none"> - Need to focus on developing the 'skills' within literacy, numeracy and health and wellbeing, particularly through IDL to allow opportunities to apply prior learning in new and unfamiliar contexts (depth/breadth) - Need to further develop digital literacies within the curriculum
<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>	<ul style="list-style-type: none"> - Since January, significant effort has been made to involve parents in their children's learning, including; <ul style="list-style-type: none"> Open afternoons Take A Peek overviews More active app Weekly newsletter Home challenges e.g. DFM Maths challenge More active involvement in requests for specific additional support (communication enhanced) Invitations in to the school to share careers 	<ul style="list-style-type: none"> - How do we monitor levels of parental engagement in our setting? - How do we measure impact on attainment and achievement? - Need to engage parents more in their child's LEARNING journey e.g. supporting interventions, homework etc
<p>School selected QI</p> <p>2.6 Transitions</p> <p>Theme 3: Continuity and progression in learning</p>	<ul style="list-style-type: none"> - Tracking system is in place across the partnership to monitor progress through a level - Termly excellence and equity dialogues track progress through real time learning and identify next steps - Monitoring calendar has been established since January which uses a variety of strategies to monitor learning and teaching across the curriculum - All staff are involved in the monitoring process - Reflection folders are well established across the partnership sharing latest and best learning - Nursery and P1 staff have shared interest in working more closely together throughout the year – moving away from 'Term 4 transition'. This includes utilizing staff across the two stages (nursery and primary) to ensure learners needs are met - Cluster priority for session 2018-19 will focus on moderation and quality assurance which all teaching staff will attend - 35 hour working time agreement will include time for staff to meet together to develop a shared 	<ul style="list-style-type: none"> - Review tracking systems to incorporate a picture of the whole child and their progress (not just through a level) - Young people and parents more involved in their own transitions from one stage to another – being able to articulate their progress and next steps.

	understanding of progress across levels - P7 profiles are completed by all senior pupils in collaboration with their class teacher and parents.	
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3. SCHOOL IMPROVEMENT PLAN 2018 - 19

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Build capacity within staff to deliver progressive and engaging learning and teaching experiences within literacy and numeracy, to raise attainment for all.</p> <p>NIF Priority ii) Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Teacher Professionalism</p> <p>HGIOS?4 / HGIOELC Qis 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p> <p>HGIOURS? Part 2 Theme 2 – Our learning and teaching</p>	<p>Through training in 'Developing Number Knowledge' series by Dr Robert Wright:</p> <p>All staff report they are more confident in the progressive steps in learning across numeracy. <i>(evident through pre-during-post training evaluation)</i></p> <p>All staff report they are more confident in the use of learning and assessment tasks to identify gaps in learner's knowledge and can employ strategies to address these. <i>(evident through pre-during-post training evaluation)</i></p> <p>Targeted learners progress at a pace that is right for them with sufficient challenge, building their confidence and opportunities to experience success. <i>(evident through staff and learner feedback in focus groups)</i></p> <p>Our learners will experience a coherent, progressive approach to numeracy learning from nursery to P7. <i>(evident through monitoring across the school and partnership)</i></p>	<ul style="list-style-type: none"> - All permanent ELCC staff trained in 1 day 'Teaching Number in the Classroom 4-8 year olds' (offer to cluster too) PEF - Use 'Developing Number Knowledge' online learning module on National Numeracy and Mathematics Hub and East Lothian Numeracy site to extend professional learning on early number development - All second level staff to be trained in 2 day 'Developing Number Knowledge 7-11 year olds' (offer to cluster and Stranraer Academy too) PEF - Baseline assessments to be conducted on targeted learners as identified by class teachers and FSM - Additional Support for Learning Teacher to train learning assistants in 1 to 1 support, as well as groups. - Continue to work in partnership with staff from Georgetown Primary, Dumfries to observe effective practice. 	<p>Lead Person(s): Nursery staff, N Henry, C Topping, K Bell, L Dobson (All early/first level staff)</p> <p>Training sessions cost £225 per delegate (covered by PEF) ELCC Staff training cost: £675 plus cover costs (approx. £200) 3 x Collegiate sessions to look at online modules PEF</p> <p>Second level staff training cost: £675 plus cover costs (approx. £300)</p> <p>To be completed June or August 2018</p> <p>During Term 4, 2018 as there is flexibility in staffing with probationer day/mentor meeting not needed as often</p> <p>Possibly 2 more visit days for 2 staff: approx: £400 PEF</p>

	<p>Our attainment in numeracy will increase by at least 10% at early and first level by June 2019 <i>(evident through INCA and Achievement of a level data)</i></p> <p>(see pupil data for 2017/18.)</p>	<p>- Have 'Numeracy Buddies' across the school and partnership to observe using new pedagogy/resources/planning and share effective practice</p> <p>Implement new planning for Developing Number Knowledge into early/first level initially, then to second level.</p> <p>Use key documents such as My World Outdoors, to provide engaging and stimulating outdoor learning experiences within literacy and numeracy in ELCC's.</p>	<p>- Cover costs (will try do this in house If possible however)</p> <p>- Collegiate time in 35 hour agreement set aside for collaborative planning and assessment/moderation at beginning and end of term.</p> <p>Mrs Muir, Mrs Hose, Mrs Campbell leading this</p>
<p>School Priority 2 Develop evidence based, relevant interventions to close the poverty related attainment gap between the most and least disadvantaged (PEF)</p> <p>NIF Priority i) Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Assessment of children's progress</p> <p>HGIOS?4 / HGIOELC Qis 1.5 Management of resources to promote equity 2.4 Personalised support</p> <p>HGIOELCC? QI's As above but 3.2 Securing children's progress</p> <p>HGIOURS? Part 2 Theme 2 – Our learning and teaching</p>	<p>Our staff report they are more confident in identifying the gap between our most and least disadvantaged learners and use their professional judgement to identify relevant interventions to close the gap . <i>(evident through Excellence and Equity dialogues and pre-post evaluations)</i></p> <p>Our staff will engage in professional enquiry through reading literature and research and/or looking outwards to other settings for examples of effective practice, in order to close the poverty related attainment gap in our schools. <i>(evidence of this in staff Professional Update, 35 hour agreement, meeting minutes where professional learning is shared)</i></p> <p>Our most disadvantaged learners (as well as others who will benefit) will receive interventions designed to meet their individual needs to allow them to achieve success in literacy and numeracy <i>(evident in PEF plans and impact review/evaluations, daily notes of interventions, excellence and equity dialogues)</i></p> <p>The attainment gap between our most</p>	<p>Use school performance data to identify attainment gaps in our own setting</p> <p>Explore existing research/interventions which have been successful in closing the gap e.g. Education Endowment Fund, Closing the Literacy Gap (D&G), Closing the Numeracy Gap (D&G), National Improvement Hub and D&G Glow</p> <p>Term 3 – Closing the Literacy Gap PEF</p> <p>5 Minute Literacy Box interventions</p> <p>5 Minute Numeracy Box interventions</p>	<p>Organise cover to allow staff sufficient time out of class to meet with HT to have dialogue and set next steps.</p> <p>35 Hour Agreement identifies key time for professional development for reading. HT also allows time weekly for staff to engage in professional learning activities through assembly cover.</p> <p>12 week intervention training starting Term 3, 2019. Cost = £1250.30 PEF</p> <p>PEF Teacher paid equivalent of 5 hours per week to cover these interventions. Cost TBC (approx. £5000) PEF</p>

	<p>and least disadvantaged learners will decrease by 10% by June 2019 <i>(evident in standardised assessments)</i></p>		
<p>School Priority 3 Increase the level of quality parental and community engagement within the life of the school, particularly within Developing the Young Workforce</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver Parental Engagement</p> <p>HGIOS?4 QI's 2.7 Partnerships</p> <p>HGIOELCC? QI's As above</p> <p>HGIOURS? QI's Theme 1 – Our relationships Theme 3 – Our school and community</p>	<p>Our parent/carers report an increase in parental engagement in the life of the school from August 2017 to May 2019 <i>(evident in pre-post evaluation, Parent Council minutes, SEEMIS record of parental meetings/engagement, hits on blog)</i></p> <p>Our learners report an increase in parental engagement in the life of the school from August 2017 to May 2019 <i>(evident in pre-post evaluation, Pupil Council minutes, assembly feedback)</i></p> <p>Partners (businesses, services etc) in our local communities engage with the school in a variety of ways. <i>(evident in DYW assemblies, visits/work experience, challenges etc.)</i></p>	<p>Parent/Carers as Partners</p> <p>Increase level of information available to parents regarding children's learning and progress e.g.</p> <ul style="list-style-type: none"> - Take a peek sheets (termly) - More open afternoons (termly) - Curricular information workshops in school and nursery (termly) - Take A Peek jotters (termly) - Home-link support sheets e.g. Big Maths, Jolly Phonics etc (ongoing) - New school blog and Groupcall App (ongoing) - Increase stay and play options in nursery - Enhance Parent Council representation (have at least 1 nursery parent rep) - Continue with school newsletter (weekly) - Trial of online learning journals on tablets in nursery (either 2BuildaProfile or Learning Journals) <p>Community</p> <ul style="list-style-type: none"> - Senior Pupil Council members on the Parent and Community councils - DYW Assemblies - 'We Want You' campaign - Business links within community – work placements 	<p>All staff involved in promoting inclusive ethos – evident through launch of VVA in August and constantly referring to the values</p> <p>Miss Bell lead role for blogging/media release etc for Drummore</p> <p>? for DM Nursery?</p> <p>Miss Dickson lead role for blogging/media release etc for Sandhead</p> <p>Sandra for SH nursery</p> <p>Mrs Muir trialling 2BuildAProfile, Mrs Anderson trialling Learning Journals. Tablets - £250 each Journal cost approx. £150 per device</p> <p>Ideal for learners to lead this campaign and involvement of community</p> <p>Staff engaging in D&G Employability Skills Toolkit on GLOW (complete cluster level audit) Priority for cluster plan? Incorporate DYW into ELCC?</p>

