

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

**School:** Elmvale Primary School

**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, Values and Aims are integrated with our Curriculum Rationale and tree, our Code of Conduct and our school RESPECTFUL tree.

#### VISION

We wish Elmvale to be a positive and supportive, respected and resilient, family and child-centred learning environment where everyone and their present and future achievements is known about and matters – where all efforts and learning are valued. We wish learning to be seen as fun and worthwhile, providing skills for further learning, life and work in Elmvale, Ann, Scotland and the wider world, with pupils, staff, parents and families working together in a positive way, listening to and collaborating with each other as a strong team and feeling proud of Elmvale. It matters that everyone, whether a pupil, member of staff, parent, family, friend or volunteer feels welcomed, included, supported, valued and celebrated as a unique individual.

#### AIMS

At Elmvale we aim to create and be:

Successful Learners through a broad, balanced, evolving curriculum with high standards, taught by committed staff, supported by well – informed, involved families, encouraging the best possible learning experiences, lifelong ambition, desire to learn and constantly improve and leading to fulfilment of potential and independence.

Confident Individuals by ensuring everyone does their best for now and the future, by expecting and parising high standards of achievement and excellence, valuing learning, motivation, success, diversity, aspiration, determination and mistakes! E aim to be able to use our imaginations, be open to changing our minds and work enthusiastically with new ideas in a safe, respectful and caring environment.

Responsible Citizens, allowing everyone to see and respect others' point of view through responsible citizenship and taking responsibility for own learning and development of potential.

Effective Contributors by ensuring everyone joins in and has clear rights and responsibilities, to themselves and to others, through constant reflection, self-evaluation, collaboration and co-operation in all school activities and in our wider community.

### Values

#### RESPECTFUL

Responsible Equal and Eco Sensible Prepared, Polite and Positive Enthusiastic, Effective workers Confident Trustworthy  
 Friendly and Fun Unique Loving and Loyal

**Review Date: October 2019**

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

- Staff to review in Term 1 during collegiate time
- Consult pupils during Together Time
- Consult Parent Council
- Consult parents through a response table at Open Night in September
- Display and invite comments through email and blog

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

## 2. School Improvement Progress Report

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

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

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

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1: Raise attainment in Numeracy and Literacy by developing existing practice.</b></p> <p><b>NIF Priority Improving Attainment in Literacy and Numeracy and Closing the Gap</b></p> <p><b>NIF Driver Performance Information Assessment of Children' Progress</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs: 1:2 2:3 2:5 and 3:2</b></p>	<ul style="list-style-type: none"> <li>• Engagement with reading continues to rise across the school through the use of AR, reading diaries and CAPER.</li> <li>• Writing moderation takes places with staff and HT.</li> <li>• All permanent staff have participated in Talk for Writing training and this beginning to be put in place in classes.</li> <li>• Specific handwriting jotters being used in one class which has improved the size and position of handwriting.</li> <li>• Staff have been working on a literacy progression framework for early and first levels after identifying a need.</li> <li>• Some targeted pupils In P1 and P2 have participated in TLQ, results are to be confirmed but vocabulary and confidence has been extended.</li> <li>• One member of staff attended "Closing the Numeracy Gap" training recently to be able to identify and use the intervention with some pupils.</li> <li>• SAMSON maths continuing to be used to improve confidence in mental maths.</li> <li>• Staff becoming more able to engage with SNSA data support interventions</li> <li>• All staff attended "Numeracy through Nurture" training</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to encourage reading through enjoyment through AR, diaries and CAPER. Although due to cost AR may only be available to some classes.</li> <li>• Extend handwriting jotters for all in Early and for those who need in First Level</li> <li>• Embed "Talk for Writing" in all classes.</li> <li>• Put Literacy framework in place for early and first level.</li> <li>• Make all staff aware of "Closing the Numeracy Gap" intervention.</li> <li>• Train L.A. to use resources and materials to begin a 1:1 intervention with some targeted pupils</li> </ul>
<p><b>School Priority 2: Develop a whole school approach to STEM/Digital literacy</b></p>	<ul style="list-style-type: none"> <li>• Two permanent members of staff, from First and Second Level, attended the Primary Engineer Training and worked together to deliver this to four classes</li> <li>• Pupil's views have been sought regarding their engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop STEM learning</li> <li>• Use new resources to</li> </ul>

<p><b>NIF Priority</b>  <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</b></p> <p><b>NIF Driver</b>  <b>Teacher Professionalism</b></p> <p><b>HGIOS? 4 / HGIOELC? Qis:</b>  <b>2:2 3:3</b></p>	<p>with STEM learning.</p> <ul style="list-style-type: none"> <li>• Parental volunteers visited all classes to engage in Science activities and children were enthused about science.</li> <li>• All children were given the opportunity to participate in an out of school STEM visit in Term 4, all but 5 pupils attended.</li> <li>• New resources being bought to support STEM learning.</li> <li>• A member of staff attended Lego WeDo training, held an afterschool Club and is attending the Expo with a group of children.</li> </ul>	<p>support and enhance children's learning</p> <ul style="list-style-type: none"> <li>• Continue to encourage parents to share their STM knowledge with groups of children</li> </ul>
<p><b>School Priority 3:</b></p> <p><b>Develop Pupil Health and Wellbeing</b></p> <p><b>NIF Priority</b></p> <p><b>Improvement in children's health and wellbeing</b></p> <p><b>NIF Driver</b>  <b>Parental Engagement</b>  <b>School Improvement</b></p> <p><b>HGIOS? 4 / HGIOELC? Qis:</b>  <b>3:1 3:2</b></p>	<ul style="list-style-type: none"> <li>• Photographs of pupils' wider achievements are displayed in the main area of the school.</li> <li>• Wider achievements of all children are displayed and updated regularly.</li> <li>• A timber trail, purchased by funds raised by PTA, is to be put in school grounds.</li> <li>• Playground games and resources have been developed with the help of PEF funded general assistant.</li> <li>• A variety of after school clubs have been run by staff, parental volunteers and outside agencies.</li> <li>• A nurture group has been set up by an Inclusion Team member for targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop outdoor learning opportunities</li> <li>• Continue to encourage children to share their wider achievements in school</li> <li>• Set up a chess club as we have a parental volunteer</li> <li>• Staff continue to run an afterschool club</li> </ul>

<p><b>School Priority 3:</b></p> <p><b>Respond to major refurbishment of school</b></p> <p><b>NIF Priority</b></p> <p><b>Impacts on all NIF and School priorities</b></p> <p><b>NIF Driver</b> <b>School Improvement</b></p> <p><b>HGIOS? 4 / HGIOELC? Qis:</b></p> <p><b>1:5</b></p>	<ul style="list-style-type: none"> <li>• New resources are being labelled and stored appropriately</li> <li>• Display areas in the hall are being used to celebrate wider achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to enhance our new space.</li> <li>• Continue to seek storage solutions to make resources easy to find and use.</li> </ul>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<ul style="list-style-type: none"> <li>• In one class where targeted children were given time to work with the CT on literacy, most have achieved an improvement in their writing level and are demonstrating more accurate spelling.</li> <li>• Children in TLQ group are more able to sustain longer periods of concentration and showing better listening and social skills.</li> <li>• The nurture group has only been running a few weeks and the children in this group are beginning to build good relationships with staff involved. One child did not return the permission form to participate</li> <li>• Children have had more experience of modern languages from native speaker</li> <li>• In P4/5 two out of the three children have increased to the next spelling collection. Due to a high absence record, one of the children continues to struggle with their spelling collection and is continuing to practice the same level of words.</li> <li>• All targeted children in P4/5 have increased their confidence with reading and can all answer targeted comprehension questions about their reading. There has been an increase in AR scores and also one of the children is more motivated to complete DIR entries. Two out of the three children have increased at least one level in their WTTT assessment.</li> <li>•</li> </ul>	

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff have begun to review the vision, values and aims and this has been discussed briefly with P.C.</li> <li>• Due to circumstance staff have not felt able to continue all of the planned changes.</li> <li>• Staff share professional dialogue frequently within the school and some with cluster school colleagues.</li> <li>• Staff are aware of the needs of our school community.</li> <li>• Staff continue to have high expectations from the children</li> <li>• Staff are aware of the strengths and development needs of the school.</li> <li>• Some staff attended training on “Small test of change” training and are applying this in their practice.</li> <li>• All children are in Parliament groups which lead areas for improvement in the school community</li> <li>• Staff keep a professional learning record, reflect on the standards and have the opportunity to engage in PRD's.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils and parents should be consulted about vision, values and aims.</li> <li>• Share regular professional dialogue with cluster school colleagues</li> <li>• Encourage all staff to engage in “Small test of change” enquiry.</li> <li>• Protect time for Parliament to make it work more effectively.</li> </ul>	<p style="text-align: right;">7</p>

<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Worked with cluster schools to begin to develop holistic assessments.</li> <li>• Staff becoming more able to use SNSA data to support learning.</li> <li>• Staff complete tracking every term which is shared and discussed with H.T.</li> <li>• Assessment is used regularly to inform children of next steps.</li> <li>• Writing is moderated with HT and staff termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use holistic assessments to inform next steps in learning.</li> <li>• Continue to use tracking to monitor progress</li> </ul>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>• SHANARRI wheels are completed termly which promotes discussion and highlights any issues which are discussed with the pupil.</li> <li>• Welcoming ethos is often commented on by visitors.</li> <li>• Many staff are involved in Child Plan meetings.</li> <li>• One member of staff is becoming a Communication Champion through SALT training.</li> <li>• Staff are keen to work with multi agencies to support children and meet their needs.</li> <li>• Most children and their families feel included in the school community.</li> <li>• All children can identify a key member of staff they can speak to.</li> <li>• All staff ensure they are aware of Child Protection policies and have had the necessary training.</li> <li>• Staff promote positive behaviours and relationships in school, playground and wider community.</li> <li>• Parents are encouraged into school</li> <li>• Staff are using SEEMIS to register</li> </ul>	<ul style="list-style-type: none"> <li>• Due to circumstances the “Promoting positive behaviour” policy needs to be completed to insure all children feel safe and included.</li> <li>• Due to circumstances breakfast and homework clubs are yet to be put in place</li> <li>• A timber trail, funded by PTA, will enhance our grounds and enable more outdoor learning to take place.</li> <li>• Embed outdoor learning into practice.</li> </ul>	

	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<ul style="list-style-type: none"> <li>• Most children talk more positively about mental maths as SAMSON becomes embedded into our practice</li> <li>• More engagement with writing targets – use of handwriting jotters</li> <li>• Improvement in spelling commonly used words through engagement with Elmvale Spelling Collections</li> <li>• Children are showing more interest and confidence in STEM activities</li> <li>• In Primary one, most children have achieved a minimum of Early level in numeracy and literacy and have shown normal to good progress. Four children have been identified where progress is there, but slower and are working towards early in both areas. They currently have 1 session with ASLT weekly and adapted classroom work to support their learning.</li> <li>• In primary two almost all have progressed well in numeracy. One child is starting to make progress and one is still struggling to attain without lots of support. This child has an IEP which was updated May 2019. Primary two children have almost all progressed well in literacy. Of those that have not, one has an IEP and the other three have had next steps identified for their next teacher to start from term 1. The majority of children have grasped the strategies taught in Samson for addition and subtraction and are able to transfer this learning into other aspects of maths. All children have made progress in topic</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed SAMSON in the third year</li> <li>• Use specific handwriting jotters in all infant classes</li> <li>• Continue to develop STEM learning</li> <li>• Encourage the consistent use of AR through the school</li> <li>• Embed "Talk for Writing"</li> </ul>	

	<p>maths.</p> <ul style="list-style-type: none"> <li>• In Primary 2 writing, all children are aware of what they need to do and include in order to be successful in their weekly writing tasks and in their assessments, however only half the class are able to embed this in their actual writing successfully to progress through first level.</li> <li>• The majority of children in P2 have grasped the strategies taught in Samson for addition and subtraction and are able to transfer this learning into other aspects of maths. All children have made progress in topic maths.</li> <li>• The group of P4 girls are beyond expectations in spelling and are very determined. Some of them are onto SC 5.</li> <li>• Almost all P4 have achieved first level reading</li> <li>• 7 children attaining F5 F6 in writing in P3/4 class</li> <li>• Majority of P4's (except 3) go 'up' for Samson and have a good grasp of number. 4/6 will move along Samson group next session.</li> <li>• Most P4 children have increased their WTTT assessment levels throughout this year.</li> <li>• Most P5 are reading at second level.</li> <li>• Almost all P5 have increased their WTTT levels.</li> </ul>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• Pupils are regularly given a choice in their learning</li> <li>• Curricular structures are in place</li> </ul>		
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p>	<ul style="list-style-type: none"> <li>• Learning folios are taken home monthly and most parents add a positive comment to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to circumstances planned parental learning events have yet to take place.</li> <li>• Continue to encourage parental volunteers into school.</li> </ul>	

<p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<ul style="list-style-type: none"><li>• First Fridays continue to be popular for some parents.</li><li>• Most parents attend our Learning discussion afternoon/evenings and are keen to be more involved in their child's learning.</li><li>• We have parental volunteers coming into school to do paired reading, STEM work and after school clubs</li><li>• Parents are invited and almost all attend concerts and sharing the learning events</li><li>• Some parents are unhappy with the homework grids and want to return to set writing homework on set nights</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date )</i>
<p><b>School Priority 1</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in Literacy and Numeracy</p> <p><b>NIF Driver</b> Teacher Professional School Improvement Assessment of children's progress</p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p>1.3 .2</p>	<ul style="list-style-type: none"> <li>• All learners are able to explain the purpose of learning and identify next steps to be taken.</li> <li>• Improvement of attainment through staff use of professional enquiry model.</li> <li>• Improvement in attainment through high quality effective feedback. Self, peer and teacher.</li> <li>• Improvement in performance through staff collaboration and professional dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with the Visible Learning programme.</li> <li>• Prior to Introduction to school staff SMT to develop a strong knowledge of Visible Learning through management day.</li> <li>• Develop Staff knowledge of Visible Learning</li> <li>• Staff to engage in professional reading/research and dialogue</li> <li>• Individual school scoping day carried out by a visible learning consultant</li> <li>• School strengths and areas of development identified</li> <li>• Staff to analyse strength and areas of development against the principles of visible learning</li> <li>• Staff to work collaboratively to plan for an area of improvement using the impact cycle framework</li> <li>• Implementation of impact cycles. Peer observations. Development sessions.</li> </ul>	<p>SMT cluster day</p> <p>Inset day 2 – 20<sup>th</sup> August 2019</p> <p>ongoing</p> <p>Term 1 school development session</p> <p>Inset day January 7<sup>th</sup> 2020</p> <p>January-March 2020 2 development sessions</p> <p>1 x Inset day in May</p>

<p><b>School Priority 2</b></p> <p><b>NIF Priority Improvement in children and young people’s health and well being</b></p> <p><b>NIF Driver School Leadership Parental Engagement School Improvement</b></p> <p><b>HGIOS?4 / HGIOELC QIs 3:1</b></p>	<ul style="list-style-type: none"> <li>• Improved self-esteem and wellbeing pupils.</li> <li>• Improved relationships, behaviour and attendance.</li> <li>• Improved engagement in learning</li> <li>• Increase in opportunities school for pupil voice and leadership</li> </ul>	<p>School engagement with UNICEF Rights Respecting Schools programme.</p> <p>Identify key staff to lead RSS in school.</p> <p>Form RRS committee which includes staff, pupils, parent and local community.</p> <p>Engage school community in RRS through assemblies, events and literature.</p>	<p>SMT cluster day Term 1 collegiate session</p> <p>1 X class teacher training day September 2019</p> <p>1 X class teacher lead on RRS</p>
<p><b>School Priority 3</b></p> <p><b>Raise attainment in Numeracy and Literacy by developing existing practice.</b></p> <p><b>NIF Priority Improvement in attainment – particularly in Numeracy and Literacy</b></p> <p><b>NIF Driver Performance Information Assessment of Children’s Progress 1:2 2:3 2:5 3:2</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b></p>	<ul style="list-style-type: none"> <li>• Learners will sustain improving attainment in reading, writing, maths and mental maths</li> <li>• Quantity and frequency of reading will increase and CfE levels will rise.</li> <li>• Pupil writing attainment will rise across classes</li> <li>• Mental maths data will show increased accuracy and pupil voice will reflect growing confidence.</li> <li>• Learning gaps in numeracy and literacy will be identified and addressed by interventions such as “closing the literacy/numeracy gap”</li> <li>• Staff will continue to embed the interventions already in place to measure and assess the impact as they progress</li> </ul>	<p>Talk for Writing will be used in all classes.</p> <p>TLQ will continue to support targeted pupils</p> <p>Review impact and continue SAMSON – year 3</p> <p>Develop holistic assessments approaches and tasks</p> <p>Train L.A. in effective use of resources in “closing the literacy/numeracy gap” interventions</p>	<p>Collegiate time X 2 for staff to become aware of as “closing the literacy/numeracy gap” interventions.</p>