Dumfries & Galloway COUNCIL

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

School: Gatehouse and Twynholm Primary

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

Review Date: 2021

Review Activities (as appropriate)

With pupils/ parents/ community

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)
School Priority 1: **Science** **NIF Priority** Improve attainment Improve employability skills **NIF Driver** Teacher professionalism School loeadership Assessment of children's progress School improvement **HGIOS?4 / HGIOELC QIs** 1.2, 2.2, 2.3, 3.2	All pupils across the cluster accessing regular and consistent science input. Children moving to Secondary education have a consistent experience of science allowing for more effective transition Pupils express enjoyment of new approach to science. Parents enjoyed visiting schools to see science in action and reported that their children were enjoying science lessons. All teachers have better understanding of teaching science thanks to input from SSERC trainers and development sessions School is better equipped to teach science due to purchase of equipment using Edina grant.	Finish planning documents for three year cycle Meet as a cluster to moderate science across the levels
School Priority 2: **Meta cognition / reflective learners involve all children in regular dialogue about their progress and next steps Support and build confidence in curriculum levels to raise**	Evidence of all children using success criteria and learning objectives in observed lessons. Children becoming more aware of how to use Success criteria to know they are being successful as evidenced through pupil conversation. Moderation activities across the school year have led to increased knowledge of benchmarks and greater confidence in achievement of a level. Attainment in Literacy and Numeracy for P1/P4/P7(achieved required	Continue to develop use of Success criteria to enable children to confidently judge their own and their peers work

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attainment for all **NIF Priority** **Narrowing the gap** **Improve attainment** **Improve employability skills** **NIF Driver** **Assessment of children's progress** **Performance information** **HGIOS?4 / HGIOELC Qis** **2.3 3.2 1.3**	level) Gatehouse P7 Numeracy: 85% Writing 85% reading 78% L&T 92% P4 Numeracy 93% Writing 80% reading 73% L&T86% P1 Numeracy 85% Writing 100% reading 85% L&T 85% Twynholm P7 Numeracy: 88% Writing 88% reading 88% L&T 88% P4 Numeracy 88% Writing 88% Reading 88% L&T 94% P1 Numeracy 60% Writing 60% Numeracy 60% L&T 80%	
School Priority 3: **Health and wellbeing** **NIF Priority** **Improve attainment** **Improve health and wellbeing** **NIF Driver** **School improvement** **Assessment of children's progress** **HGIOS?4 / HGIOELC Qis** **3.1 3.2**	All children have access to at least 30 minutes of physical exercise per day (excluding breaks) All children have had access to a wide variety of physical activity , including cricket lacrosse gymnastics bowls badminton through Fit4Fun scheme. Numbers taking part in after school clubs remains high, including FME children Every child in the school has regular outdoor education:	Continue to ensure that all children have regular opportunities for outdoor play and education

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| **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?** | (FME is the most accurate indicator as SIMD index does not provide accurate results for deprivation in either school.)
Closing the Literacy Gap FME pupils undergoing the training achieved the following results

P2 pupil – Standardised score before CLG 90 / after CLG 110. Speed words recognized Before:12 after 14. Spelling test before 79 after 102. Gain of 7months in reading age in 8 weeks
P2 Pupil Standardised score before CLG 99 / after CLG 109. Spelling test before 99 after 109. Gain of 1 year 1 months in reading age in 8 weeks
P2 Pupil Standardised score before CLG <70/ after CLG 84 Spelling test before 77 after 94.Gain of 5months over 8 week programme.
P2 Pupil _ Standardised score before CLG 72/ after 90 Speed words recognized Before 8 after 96 Spelling test before 75 after 90. Gain of 6 months in reading age in 8 weeks.
P3 Pupil Standardised score before CLG 70 / after CLG 87. Spelling test before 74 after 84. A gain of 7months in 6 weeks
P4 pupil - Standardised score before CLG 85/ after 94. Speed words recognized Before:92 after 307. Spelling test before 76 after 87. Gain of 11 months in reading age in 8 weeks
P5 pupil Fastlane Reading Accuracy prior to test: 6.9 reading age after intervention 8.3. A gain of 1.6yr. Comprehension before 6.9 after 11.10. A gain of 5.6 yrs in 8 weeks
P6 Pupil   Fastlane Reading Accuracy prior to test: 7.8 reading age after intervention 8.9. A gain of .11 Comprehension before 7.10 after 9.1. A gain of 1.3 yrs in 8 weeks

Gatehouse FME children reaching appropriate level
Reading 81%
Maths 75%
Writing 81%
Twynholm FME children reaching appropriate level
Reading 75%
Maths 83%
Writing 75%

Across the partnership
Reading 82%
Maths 79%
Writing 79%

Outdoor education
Pef money used to fund additional teaching time to ensure all children have regular access to outdoor education – including outdoor skills and gardening (growing, harvesting and cooking with produce). This was an intervention for equity with key priorities being: social and emotional wellbeing / promoting healthy |

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lifestyles / employability and skills development

P7 84% of children enjoyed outdoor learning 'a lot'. 69% felt happy and healthy outside. Percentages similar to these occurred across each class in the school.

A sample of things the children considered they had learned:

' How to use tools like a drill' 'How to cook with apples and make chutney' ' We went to the beach to clean it and learned about plastic pollution' 'Weaving and sawing' 'Tying knots/ clove hitch / square lashing' ' making dens and using tools like a bow saw and loppers' 'Helping others and being happy, earth care and people care'

Teacher and adult helpers comments included:

' Having a practical 'real life' problem meant that the children had to work together and listen to each other to achieve their goals and I saw a lot of improved learning in this area'

'The sessions have been useful for linking learning with skills for life and work – measuring, self -awareness, awareness of the environment etxc'

'Seeing children who are reluctant in class showing confidence outdoors. The flexibility outdoor learning can offer – e.g. harvesting led to cooking and baking. Linked learning.'

Fit 4 Fun

All children in the school have been able to access a wide variety of different sports and activities thanks to this proogramme including: bowls, lacrosse, badminton, gymnastics, orienteering, cricket as well as more traditional games played in schools. Fit4 Fun has provided lunchtime clubs for all children including those with FME . 70% of children with FME have had access to these clubs and all have had the opportunity to try out different sports and games.

2.2 Summary of Key Strengths and Areas for Improvement *(What is our capacity for continuous improvement?)* *Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*			
Quality Indicator	**How well are you doing?** **What's working well for your learners?** (*Include evidence of impact.*)	**Areas for Improvement**	**Evaluation of this QI using the HGIOS?4 six-point scale**
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	The VVA and aims for the school has been reviewed by the school community The VVA continues to informs changes to the school curriculum and future improvement priorities Staff in the school have a clear understanding of the strengths of the school and of areas for development. Development is carried out collegiately on three levels 1.Across the cluster 2. Across the partnership 3. Across staff in school. All areas of development are discussed regularly at planned development meetings/ at staff meetings and throughout the working week. The collegiate approach to development is a real strength of the school. Staff lead development evenings for the partnership and share their areas of expertise . School improvement is planned and developed through collegiate discussion, attainment data, meetings and discussions with the parents. The close collegiate work and regular discussion enables the improvement to grow organically, changing to meet need throughout the year. School improvement and self evaluation is a constant process embedded in the daily life of the school. The Vision Values and Aims has led to significant improvements in the curriculum providing a broader and more relevant experience for the children. The school continues to develop partnerships to enrich the curriculum for example with the Permaculture Society/ The Rotary Number talks has remained a key element of school improvement. Teacher assessments show	Continue to develop partnerships and include partners in planning and evaluation of projects	4 8

	a continued improvement in mental arithmetic and abilities to share reasoning.. TLQ has had a positive impact on targeted groups ofEarly Level children		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Relationships across the school are positive and nurturing. All members of the school and visitors are respected, welcomed and valued. Staff and children support and expect the best from one another. As a result the majority of the children are interested and motivated during learning. Learning objectives and success criteria are used routinely, however work is still needed on encouraging the children on how to see these as a way of assessing their own work. Pupil groups/ house captains and pupils generally through class meetings and assemblies have an input into how the school is run and future developments. The school's vision, values and aims are central in the planning, teaching and assessment across the school. Skilled questioning is employed across the school to encourage the children to think creatively and enable higher order learning skills in all learners. We use a range of summative and formative assessments across the school and standardised assessments in maths and language for every year group. Progress in maths numeracy and literacy is tracked and monitored and this information forms an important strand of the regular attainment consultations that are held across the school year.Teacher assessmnets of levels are an integral part of these consultations.	Continue to improve use of success criteria and Learning intentions to enable the children to more effectively self and peer assess. Improve pupil voice on making decisions Moderate science work	4

Through cluster work on moderation and use of the Benchmarks teachers are becoming increasingly confident in recognising when a level has been achieved.
Science is now a key part of the curriculum with all children across the cluster receiving consistent input with a three year programme developed across the cluster

The children are aware of the SHANARRI indicators and these are used generally in discussions with the children and when assessing individual children's wellbeing and attainment.
Early level children in Nursery have wored on the Sid and Shanarri scheme in the third term

Success in integrating children with challenging behaviour into school.
Lesson observations show high quality questioning and engaged and interested pupils.
Standardised assessment shows an improving picture in literacy and numeracy.
Parental feedback on Learning conversations remains very positive.

Attainment is tracked through continuous and summative asssments including SNSA / Malt/ Pm Benchmarking and Accelerated Reading

3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Gatehouse and Twynholm Primary School has a very positive atmosphere – all members of the school community are valued and respected. There are positive relationships across the school and the children feel safe and secure with the adults around them. The children know they are valued and listened to – they know who to speak to if they need to. This year the behaviour policies have been reframed to take account of children's rights and responsibilities. Children and parents were involved in this process during the school's Respect Week. Anti –Bullying Policy was also rewritten following Respecyt Me Training. Again this work was carried out with the children and parents The children take an active part in discussions that affect them and help shape the direction in which the school moves. The staff and children all know the Girfec wellbeing indicators and these are used in discussions with the children and between staff when assessing a child's wellbeing. An evening for parents was held on Health and Wellbeing and GIRFEC. All children are included and treated equally across the school. All relevant staff are aware of any issues facing a child that may impact their learning, including issues around poverty. Children's mental wellbeing is looked after at the school through whole class relaxation and small nurture groups. Fit4Fun funded by PEF money has increased the amount of physical activity for all children throughout the year The majority of children in the school are confident and happy. The children take an active part in decision making through membership of pupil groups. Wellbeing indicators are an integral part of all child plans and discussions/meetings that lead to the creation of these plans. The children are familiar with the indicators and know their purpose. Regular charity events through the year promote	Link achievements with skills – look at developing a reward system recognizing children's achievements Increase awareness of Shanarri indicators amongst children in the upper school	4

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	caring for, and awareness of, the wider world. The school rationale is designed to ensure that the curriculum promotes diversity and equality Community fundraising events such as our Great Camp Out generate feelings of well being and inclusion amongst the children. Free school meals and SIMD decile indicators are used as part of the tracking and monitoring process and enables the school to monitor the progress of children who might face barriers to learning including poverty.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all*	Attainment levels in literacy and numeracy are central to the schools improvement plan. The trend in both these areas is an improving one over the last four years. Staff make use of assessments and their shared understanding of standards to make increasingly confident judgements as to children's progress and achievement of levels.Regular opportunities to plan and share holistic moderation activities has led to greater confidence in teacher judgement Closing the Literacy Gap has been used this year to improve reading across the skill and make any necessary interventions timeously. Children's personal achievements are recognised at monthly assemblies to which parents and carers are invited. A robust tracking system is in place for numeracy and literacy and regular attainment consultations allow for planned interventions when necessary. The tracking system allows the school to check that children with barriers to learning , including poverty, are carefully monitored.	Introduce reciprocal reading in the upper school to improve children's comprehension and discussion skills.	4

children	Learners in the school are confident and successful; they contribute to the life of the school and the wider community. Attendance levels across the school are high. Learning conversations include parents twice a year. Standardised assessment continue to demonstrate an improving trend in literacy and mathematics.. Learning conversations have led to a a greater awareness of how the children are progressing and what parents and carers can do to help (aided also by curriculum evenings for parents on early play / reading /health and wellbeing/girfec).		
2.2 Curriculum: Theme 3 Learning Pathways	The design of the school curriculum ,the school rationale and close teamwork ensures that prior learning is built upon and ensures progression for learners. Through work with partners and imaginative and flexible planning the school provides the learners with high quality and interesting learning experiences, including using the outdoors, through which they can demonstrate skills for life, learning and work. Teacher planning and planning with partners. Bundling ensures coverage of all experiences and outcomes and use of authority curriculum structure work leads to progression across the levels. Teamwork, planning together and regular discussions on learner's work and progress ensure knowledge and skills are built upon effectively. Use of learning conversations and Aifl is helping to develop considered, thoughtful and reflective learners.		
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young**	The school works in partnership with permaculture uk to grow food and create gardens Regular beach cleans of our adopted beach in partnership with the Marine Conservation Society and The National Scenic Area Officer Learning Conversations have been received very positively by parents. Alongside open afternoons/		

| **people's learning.** | parent information evenings the Learning Conversations have enabled parents/carers to take a more active role in their child's education | |

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.			
		How are you using pupil equity funding to improve outcomes for learners?	
Improvement Area	**Outcomes for Learners / School Community**	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1 **Science** **NIF Priority** Improve attainment Improve employability skills **NIF Driver** Teacher professionalism School leadership Assessment of children's progress School improvement **HGIOS?4 / HGIOELC QIs** 1.2, 2.2, 2.3, 3.2	A consistent science programme over the cluster, giving pupils increased access to science E's and O's. Continue to develop science across the cluster. **Nursery:** development of science shack All nursery children given opportunities to explore and learn in science shack. Implement science curriculum through play to develop curiosity and enquiry.	SSERC leaders to continue to develop the next two years of the Cluster programme over the year. Staff to engage in training relating to the next two years of the programme. Moderate learning outcomes across the cluster. Finish development of shack Include science e&os regularly in planning for nursery staff and children develop science shack and science garden to enable exploration and development of science skills through play based learning.	One day supply cover for each leader. 2 x 1.5 hour training sessions from STEM CPD calendar (2hours development + two hours flexibility) Cluster development session 10th Feb 2020 NT ongoing throughout year

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School Priority 2 Maths **NIF Priority** Improve attainment **NIF Driver** Teacher professionalism Assessment of children's progress School improvement **HGIOS?4 / HGIOELC Qis** **2.2 2.3 2.6 3.2**	Develop teacher's understanding of how maths concepts are learnt by pupils to enabling more effective intervention. Aid transition from primary to secondary. Help moderation of a level across the cluster Continue to use Number Talks across the primary school to improve number knowledge and understanding	Staff training in Developing Number Knowledge. Cluster HT's To attend information session Possible cluster wide Maths recovery Training To develop a cluster transition document linked to benchmarks that identifies knowledge and understanding and level attained Share resource across schools of what areas should be covered at what time in Number Talks	August 2019 INSET (JR) PEF funded Inset day and twilight
School Priority 3 **Literacy** **NIF Priority** **NIF Driver** **HGIOS?4 / HGIOELC QIs**	Continue to embed use of Closing the Literacy gap for appropriate pupils. Use PM scheme and speed words as basis of lower scheme reading. Moving on to Reciprocal reading and AR in upper school. Introduce reciprocal readers into school from P4 upwards to aid comprehension and ability to discuss set texts	Continue to monitor and assess possible children requiring Closing the Literacy Gap Work with Learning Support teacher to introduce Reciprocal readers across the schools from P4 upwards	**Purchase sets of reciprocal reading texts for P4 upwards PEF funded(JR)** **Train staff in use of resource (AS MM) PEF funded**

| School Priority 4

NIF Priority
Narrowing the gap
Improve attainment
Improve employability skills

NIF Driver
Assessment of children's progress
Performance information

HGIOS?4 / HGIOELC Qis
2.3 3.2 1.3 | **Meta cognition / reflective learners involve all children in regular dialogue about their progress and next steps**
Support and build confidence in curriculum levels to raise attainment for all
Improved understanding of language of learning for all pupils. | Increase learner involvement in setting personal targets and next steps. Ensure all children are familiar with purpose and function of success criteria and language of learning.
Moderation meetings across the year(including across the cluster) to moderate key pieces of work in literacy and numeracy
Development of holistic challenging assessments in literacy and numeracy across all levels. | **Development meetings**
Targeted observation and teacher discussions (JR) |
| | **Nursery**: language of learning | Early Level – use big book planning to develop the language of learning.
Involve children in reviewing PLPs
Regularly use language ' what are we learning?' and 'How do we know?' | **NT** |

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