



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

School: Heathhall

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

The schools vision, values and aims were revisited in August 2018 and then again in February 2019. Having completed a sampling exercise, there is a need to further engage with our vision and values. This will be completed during term 4 May – June 2019 having extended publicity avenues , reengaging with pupil and parent councils and using our vision as the theme for the identified open afternoon.

The nursery has a new depute manager and after a period of relationship building will revisit how the V/V/A of the ELC setting progress onto the primary setting and the impact this may have after engagement with ELC staff/parents and pupils.

**Review Date: June 2019 – re measure impact of work completed May/June 2019**

**ELC revisited August – Dec 2019 when new intake starts and relationships with staff are embedded to engage with challenging existing capture.**

### Review Activities (as appropriate)

*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 ( <i>Include evidence of impact.</i> )	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> <i>Embedding Vision, Values and Aims</i> <b>NIF Priority</b> <i>Improvement in children and young people's health and wellbeing</i></p> <p><b>NIF Driver</b> <i>School Improvement</i></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> <b>1.3 Leadership of Change</b> <i>Developing a shared vision , values and aims relevant to the school and it's community</i> <b>2.3 Learning Teaching and Assessment</b> <i>Quality of Teaching</i></p>	<p style="text-align: center;"><b>1.3 Leadership of Change</b></p> <p>Through engagement with parents, partners and the community, most members of the school community are committed to promote and sustain our vision, values and aims through ongoing engagement and reflection.</p> <p>Our Pupil, Parent and Staff groups use our vision, values and aims to inform decisions about future improvement priorities</p> <p>The school has developed strategies to translate our V/V/A into our daily practice e.g. behaviour strategies/celebrations/learning and teaching/rewards /sharing events Impact evidence through questionnaires of parents and pupils /assemblies/pupil conversations-questionnaire returns from pupils and parents were not as positive as expected: Pupils 31% knew our vision 69% no 80% knew FAR 20% didn't 75% knew the motto 25% didn't Parents - no parents in the small sample taken knew our vision or values 2 parents knew the motto</p> <p style="text-align: center;"><b>2.3 Learning Teaching and Assessment</b></p> <p>Through classroom practice and staff development opportunities , almost all staff now have effective strategies which are employed to translate our vision, values and aims into daily practice within the school. Most of our pupils can articulate our values through conversations about their learning and the successes and wider achievements they have had.</p> <p>Through Learning Conversations in sampled groups Pupil Councilors used HGI OUR S questions on Learning and Teaching to help inform future improvements Strengths - classroom environments/resources/informing parents of progress Staff and pupils are using the values in conversations / certificate choice and reason/positive feedback in pupil conversations about assembly certificates. Almost all staff contributed towards establishing a consistent practice of our values This script supports all staff in expectation and restorative questions.</p>	<ul style="list-style-type: none"> <li>➤ Engage with pupils /parents and staff to analyse sample return.</li> <li>➤ Identify how to raise and embed V/V/A and create an environment where it underpins the life and work of the school.</li> <li>➤ Different nursery and school visual reflection on this working in partnership with parents/staff/children in both nursery and primary environments.</li> </ul> <ul style="list-style-type: none"> <li>➤ Technology beyond computers</li> <li>➤ Increased Confidence Identifying of skills learning and linking these to real life contexts</li> <li>➤ Staff engage with restorative conversations on a regular need led basis</li> </ul>

<p><b>School Priority 2:</b> <i>Raising Attainment in Literacy - Reading</i> <b>NIF Priority</b> <i>Improvement in attainment, particularly in literacy and numeracy</i></p> <p><b>NIF Driver</b> <i>Parental Engagement</i> <i>Assessing Children’s progress</i> <i>School Improvement</i></p> <p><b>HGIOS?4 Qis HGIOELC</b> <b><u>2.3 Learning , Teaching and Assessment</u></b> <i>Quality of teaching /Quality of Interactions</i> <i>Effective use of assessment</i></p> <p><b><u>2.5 Family Learning</u></b> <i>Engaging families in learning</i></p> <p><b><u>3.2 Raising attainment and achievement</u></b> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i></p>	<p align="center"><b><u>2.3 Learning , Teaching and Assessment</u></b></p> <p>Through professional dialogue and learning, almost all staff working at early level have an increased knowledge and understanding of the Early Literacy Environmental Assessment (POLAAR) and the evidence/research behind it. Almost all pupils at Early level are receiving appropriate literacy experiences to meet their needs. All children who are most at risk of developing later difficulties with reading and writing are identified, assessed and supported. Through monitoring and tracking of progress ,all pupils now experience a consistent approach to learning to read in the early years. Almost all staff working at first and second level will have increased confidence to enhance the learner experience in their class by enabling high order thinking skills in reading through being involved in personal learning groups. Through class observations ,most pupils can answer and ask literal, inferential and evaluative questions at first and second level. All pupils and staff have access to the appropriate level of high quality, innovative and creative resources to enhance learning and teaching. This includes the use of digital technologies. Through the school tracking and monitoring system, all children from P1 to P7 who are not on track with their reading have been identified and children are prioritized to access researched and proven interventions. All interventions are evaluated and reviewed for impact. This is captured in the school PEF tracking or in class teachers RAF action plans. Impact has been positive for all pupils involved. All interventions are shared and supported by parents through one to one meetings with the class teacher or ASTL. All parents have shared in the success of the intervention and continue to support their children in continued reading practice. Feedback from delivery from almost all staff is positive and staff feel energized to relook at their reading pedagogy with increased confidence. All staff have engaged in raising Attainment meetings ( notes copied)Current March data</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Reading Target</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>58%</td> <td>80%</td> <td>91%(+11%)</td> </tr> <tr> <td>P2</td> <td>59%</td> <td>65%</td> <td>87%(+22%)</td> </tr> <tr> <td>P3</td> <td>85%</td> <td>65%</td> <td>73%( +8%)</td> </tr> <tr> <td>P4</td> <td>71%</td> <td>85%</td> <td>88%(+3%)</td> </tr> <tr> <td>P5</td> <td>88%</td> <td>75%</td> <td>76%(+1%)</td> </tr> <tr> <td>P6</td> <td>73%</td> <td>88%</td> <td>83%(-5%)</td> </tr> <tr> <td>P7</td> <td>76%</td> <td>78%</td> <td>80%(+2%)</td> </tr> </tbody> </table> <p>Accelerated Reading data and impact graphs show that this approach is becoming embedded across P5 – P7 and data captures the improvement in achievement across cohorts .</p> <p align="center"><b><u>2.5 Family Learning</u></b> <i>Engaging families in learning</i></p> <p>All classes took part in an open night sharing with parents reading ideas to help at home, this has enabled most parents to support their child in reading. All CTs provided parents with guidance( key questions) for reading . Almost all pupils are given choice in tasks which they undertake to support practice in their reading skills at home. This has provided increased engagement by pupils at home in tasks through having choice ( Pupil Conversations)</p>		Reading	Reading Target	Reading	P1	58%	80%	91%(+11%)	P2	59%	65%	87%(+22%)	P3	85%	65%	73%( +8%)	P4	71%	85%	88%(+3%)	P5	88%	75%	76%(+1%)	P6	73%	88%	83%(-5%)	P7	76%	78%	80%(+2%)	<ul style="list-style-type: none"> <li>➤ Ensure pupils are being challenged with appropriate texts</li> <li>➤ Work continues ( classroom observations) to upskill pupils in using the different questioning techniques.</li> <li>➤ Continue to use data and class observations to collect evidence of effectiveness of learning</li> </ul>
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	<p>Staff in early years worked closely with parents to provide next step information and guidance to support this at home.</p> <p>All parents whose children took part in the Closing the Literacy Gap Intervention were asked into school to celebrate progress/success with their child. Pupils taking part in Fastlane and CTLG worked in partnership with parents to support the programme at home. This has enriched the programme contributing to the success in raising attainment and the reduced gap for pupils ( Tracking and Monitoring PEF)</p> <p>Nursery have developed an information board to develop early talking and listening skills , allowing all parents to have the correct guidance to support their child with early literacy skills.</p> <p>Strategies at stay and play sessions are shared with all parents to support identified next steps in early reading and writing .</p> <p style="text-align: center;"><b><u>3.2 Raising attainment and achievement</u></b> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i></p> <p>Almost all staff have increased their confidence on using a range of assessments to arrive at their professional judgements for data collection on an individual’s progress towards achievement of a level.</p> <ul style="list-style-type: none"> <li>• Holistic assessments</li> <li>• SNSAs</li> <li>• Formative assessment</li> <li>• Planning – LI/SC</li> <li>• Collaborative Planning sessions within WTA</li> <li>• Moderation session built into INSET day</li> </ul> <p>Almost all staff experienced working with other colleagues in other settings to ensure continuity and progression of learning in reading.</p>	<ul style="list-style-type: none"> <li>➤ New parents to P1 access workshop on supporting their child.</li>   <li>➤ Identify collegiate time in WTA 2019/2020 to support cluster moderation activities</li> </ul>
<p><b>School Priority 3:</b></p> <p><b><i>Raising Attainment in Numeracy(STEM)</i></b></p> <p><b><i>NIF Priority</i></b> <i>Improvement in attainment, particularly in literacy and numeracy</i></p> <p><b><i>NIF Driver</i></b></p> <p><i>Parental Engagement</i> <i>Assessing Children’s progress</i> <i>School Improvement</i></p>	<p style="text-align: center;"><b><u>2.3 Learning, Teaching and Assessment</u></b></p> <p>Through professional learning, almost all staff working at early and first level have an increased knowledge to embed the adopted approach of developing number knowledge within their classrooms.</p> <p>Through classroom observations, almost all staff at early and first level use the evidence from the DNN programme to gather information about individual pupil progress and inform next steps for individuals/groups and classes.</p> <p>All pupils at early and first level are being delivered the appropriate learning experiences which provide them with the essential skills to succeed at numeracy and Maths.</p> <p>All pupils at Second Level are being provided with a consistent approach to the development and tracking of mental Maths skills. (Planning /recording document)</p> <p>Through professional dialogue, almost all staff at Second Level have an increased understanding of effective strategies to improve pupils’ problem-solving skills and creativity in Maths.</p> <p>Through classroom observation, all pupils at Second Level are involved in HOTS that will eventually lead to an improvement in their Problem-Solving skills leading to raised attainment in Maths.</p> <p>At P4 and P7 all staff used evidence data from SNSAs to help inform their judgement of pupil progress, gaps in learning and next steps in planning and teaching.</p>	<ul style="list-style-type: none"> <li>➤ Review data in line with P1 SNSA and look at DNK</li> </ul>

<p><b>HGIOS?4 / HGIOELC Qis</b>  <b><u>2.3 Learning , Teaching and Assessment</u></b>  <i>Quality of teaching /Quality of Interactions</i>  <i>Effective use of assessment</i></p> <p><b><u>2.5 Family Learning</u></b>  <i>Engaging families in learning</i></p> <p><b><u>3.2 Raising attainment and Achievement</u></b>  <i>Attainment in literacy and numeracy</i></p> <p><i>Attainment over time</i></p>	<p>Through pupil conversations, most pupils are motivated and engaged by the use of a wide variety of innovative and creative resources including digital technologies and outdoor learning to enhance the numeracy and Maths across the school</p> <p>All staff through, feedback scaling have recorded an increase in confidence in delivering the new approaches in their class.</p> <p>A small test of change in nursery involving DNK has had positive impact shown in data capture.</p> <p>Informal/formal monitoring provides some evidence that some staff are trying to use digital technologies and outdoor learning to enhance pupil experience.</p> <p><b><u>2.5 Family Learning</u></b></p> <p>All families are provided with the opportunity to participate in the supporting the progress and achievement of their children in numeracy with 100% attendance at PPT Talk Time engaging with Pupil next steps</p> <p>New guidance leaflets were distributed via school email system/Facebook page and Blog to all parents.</p> <p><b><u>3.2 Raising attainment and Achievement</u></b></p> <p>Tracking and monitoring data</p> <table border="0"> <tr><td>P1</td><td>72% (-13%)</td></tr> <tr><td>P2</td><td>96% ( 0%)</td></tr> <tr><td>P3</td><td>80%(-10%)</td></tr> <tr><td>P4</td><td>84%(+2%)</td></tr> <tr><td>P5</td><td>84%(+2%)</td></tr> <tr><td>P6</td><td>92%(+0%)</td></tr> <tr><td>P7</td><td>85%(-4%)</td></tr> </table>	P1	72% (-13%)	P2	96% ( 0%)	P3	80%(-10%)	P4	84%(+2%)	P5	84%(+2%)	P6	92%(+0%)	P7	85%(-4%)	<p>pace linked to benchmarks. Interrogate data to find underpinning cause of reduction in attainment with new approach introduced.</p>
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<p><b>School Priority 4</b>  <b><i>Developing a curricular Pathway- Technologies (STEM)</i></b></p> <p><b>NIF Priority</b>  <i>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</i></p> <p><b>NIF Driver</b>  <i>School Improvement</i></p> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b><u>2.2 Curriculum</u></b>  <i>Learning Pathways</i></p>	<p style="text-align: center;"><b><u>2.2 Curriculum</u></b>  <i>Learning Pathways</i></p> <p>All pupils now receive a progressive experience of skills in the curriculum area of digital literacy and computing science across the school from early to second level through the use of the developed planning document.</p> <p>Through professional dialogue, almost staff have a shared understanding of what progression looks like in digital literacy and computing science across Heathhall School.</p> <p>Through professional learning targets, most staff continue to develop their skills and confidence in digital technologies to ensure that it is a central consideration in all areas of the curriculum.</p>	<p>➤ Embed learning pathway and up skill learning to incorporate skills into teaching. Identified through professional reviews</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?

Literacy – using the school tracking and monitoring system / available data sources- national assessments/PM benchmarking/Accelerated Reading/ pupils have been identified as working below expectation according to their age and stage. These pupils either receive FME, live at an address in a SMID less than 10 or have been identified as having an Adverse Childhood Experience

**Programmes identified and captured in a separate spreadsheet (PEF Spreadsheet) showing impact data for each pupil.**

**Closing the literacy gap individual intervention –**

6 pupils took part in the CLG programme in terms 1-3.

- 100% of those pupils made progress in Reading Accuracy with an increase in equivalent age scores of between 5 months and 27 months.
- 100% of pupils made progress in their spelling with an increase in equivalent age scores of between 6 months and 10 months.

**Closing the literacy gap class approach –**

**P1 to P3**

Impact on attainment class attainment

P1	58%	80%	91% (+11%)
P2	59%	65%	87% (+22%)
P3	85%	65%	73% (+8%)

**Fastlane – literacy focus-P4/5 P6/7 & P7**

20 pupils took part in the Fastlane programme in terms 1-3.

- 100% of pupils made progress in Reading Accuracy with an increase in equivalent age scores of between 1 month and 23 months.
- 75% of pupils made progress in Reading Rate with an increase in equivalent age scores of between 2 months and 23 months.
- 90% of pupils made progress in Reading Comprehension with an increase in equivalent scores of between 4 months and 36 months.

**Focussed reading through the use of Accelerated Reader Scheme P5-P7**

<b>Primary 5 September 2017</b>	<b>P5 now Primary 6 in March 2019</b>
60% at/above benchmark	86% at/above benchmark
<b>Primary 6 September 2017</b>	<b>P6 now in Primary in 7 March 2019</b>
67% at/above benchmark	78% at/above benchmark

**Focussed maths skills through the use of Sumdog P2-P7**

Out of 33 pupils identified as living in a SIMD area less than 10 or having a FME- 79% have made greater than expected progress with their Maths skills using the Sumdog benchmarks in the period from September 2018- January 2019.

**Each class teacher identify pupils to carry out RAFA model of raising attainment in each class- each individual impact plan is available**



	<p>much more evident in most class lessons.</p> <ul style="list-style-type: none"> <li>➤ Assessment is planned in all curricular areas focusing on Benchmarks and evidence is gathered from a range of learning activities. Formative assessment techniques are evident during class observations and professional dialogue.</li> <li>➤ All teachers are developing the use of holistic tasks to support judgements on progress for pupils within a level.</li> <li>➤ The school reviews the progress of all children effectively, including those with additional support needs. The school Tracking and Monitoring system is developing, supported by a range of evidence; It provides clear information on pupils' attainment across Literacy, Numeracy and HWB at identified points across the school year.</li> <li>➤ All teaching staff use a range of assessment data to identify their focus for raising attainment and evaluate the effectiveness of interventions implemented to improve outcomes for learners.</li> <li>➤ The school gathers evidence of Adverse Childhood Experiences to inform support/guidance and partner working.</li> </ul>	<ul style="list-style-type: none"> <li>✚ To continue to develop the use of 'Rich holistic' tasks to help gather evidence for assessment purposes.</li> <li>✚ Continue to measure impact of interventions implemented to close the attainment gap and meet the government's stretch aim.</li> <li>✚ Engage with pupils/parents and staff to up level capturing document ( Learning Folder) which celebrates success in learning and wider achievement.</li> </ul>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>➤ The use of various frameworks and protocols allow all pupils to be able to share their HWB status and also for staff to identify supportive next steps. E.g. Use of SHANARRI wheels and recording of next steps and reviewing. SHANARRI data produced indicates a positive picture of the lives of pupils at Heathhall.</li> <li>➤ School Ethos Positive Learning Environment/Positive Behaviour Policy (Across the school)</li> <li>➤ All staff promote our school values of Fairness, Achievement and Respect. All pupils regularly engage with these values.</li> <li>➤ All pupils needs are being met through the use of Chronologies, Child's meetings, CSPs, IEPs Parent, Pupil, Teacher Talk Time, Personal Care Plan meetings and Stay and Play Sessions within the ELC</li> <li>➤ Pupils who are identified are supported through targeted support, actioned through the use of the D&amp;G matrix of support tool.</li> <li>➤ Resources are allocated on a priority/need basis. Training for all staff is identified based on individual pupil need.</li> </ul>	<ul style="list-style-type: none"> <li>✚ To evaluate evidence for impact on learners from disadvantaged backgrounds. Identify and make necessary interventions.</li> <li>✚ Embed the use of our new 'Spare parts shed' into the school life to help promote positive relationships and improve pupil well-being and enable more opportunities for Outdoor learning.</li> </ul>	4
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> </ul>	<ul style="list-style-type: none"> <li>➤ All teachers use CfE benchmarks to plan for assessment with a focus on attainment levels in literacy and numeracy.</li> <li>➤ All staff continue to interrogate data and plan for assessment across all curricular areas.</li> <li>➤ Tracking and monitoring systems in place for all pupils for almost all areas of the curriculum.</li> <li>➤ All staff have increased confidence in identifying achievement of a level.</li> <li>➤ SLT engage in professional dialogue with all class teachers to discuss</li> </ul>	<ul style="list-style-type: none"> <li>✚ Continue to raise attainment in literacy, numeracy across other curriculum areas and engage in attainment data for other curricular areas captured.</li> </ul>	4

<ul style="list-style-type: none"> <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>	<p>planned interventions, monitor attainment and pupil progress over time.</p> <ul style="list-style-type: none"> <li>➤ All staff at P1, P4 and P7 use new national assessment to inform next steps in learning</li> <li>➤ <u>Focussed maths skills through the use of Sumdog P2-P7</u></li> </ul> <p>Out of 33 pupils identified as living in a SIMD area less than 10 or having a FME- 79% have made greater than expected progress with their Maths skills using the Sumdog benchmarks in the period from September 2018- January 2019.</p> <ul style="list-style-type: none"> <li>➤ Data produced by Accelerated Reader shows;</li> </ul> <table border="1" data-bbox="697 342 1444 464"> <tr> <td><b>Primary 5 September 2017</b></td> <td><b>P5 now Primary 6 in March 2019</b></td> </tr> <tr> <td>60% at/above benchmark</td> <td>86% at/above benchmark</td> </tr> <tr> <td><b>Primary 6 September 2017</b></td> <td><b>P6 now in Primary in 7 March 2019</b></td> </tr> <tr> <td>67% at/above benchmark</td> <td>78% at/above benchmark</td> </tr> </table> <p>(The At/above Benchmark score represents the minimum performance level students are expected to reach. The school benchmark is set at the 40<sup>th</sup> percentile)</p> <ul style="list-style-type: none"> <li>➤ Early level and First level staff continue to build their knowledge and skills in Developing number knowledge</li> <li>➤ All pupils engage with a variety of Maths homework tasks e.g. Sumdog, Maths games and written tasks where children revisit and consolidate their learning.</li> <li>➤ Moderation of homework by SLT highlights good practice which is shared with class teachers to ensure a consistent approach.</li> <li>➤ Within Heathhall ELC a strong focus on health and wellbeing has a very positive impact on children’s learning and development. The new Depute Nursery manager (appointed in January 2019) continues to work with the nursery team to build on our nurturing ethos.</li> <li>➤ Identified Nursery staff are working with staff to introduce Developing Number Knowledge.</li> <li>➤ All children are making progress in developing their literacy skills through a variety of emerging literacy approaches.</li> <li>➤ All children use a range of digital technology programmes to develop their literacy and numeracy skills.</li> <li>➤ Almost all children in our setting are making very good progress across almost all aspects of their learning and development. Learning folders track each child’s learning journey and show evidence of progress through their next steps. They are encouraged and supported in becoming confident, resilient and independent learners. They are supported to make choices and talk about their learning and progress.</li> <li>➤ All parents/carers are kept very well informed about their child’s progress. Stay and Play sessions are very successful with all parents attending at various points over the year. This provides parents with information not only on their children’s progress but also on ideas on how to support their learning and provides parents with a better understanding of the learning that is taking place.</li> <li>➤ All staff work to be proactive in identifying and reducing potential barriers</li> </ul>	<b>Primary 5 September 2017</b>	<b>P5 now Primary 6 in March 2019</b>	60% at/above benchmark	86% at/above benchmark	<b>Primary 6 September 2017</b>	<b>P6 now in Primary in 7 March 2019</b>	67% at/above benchmark	78% at/above benchmark	<ul style="list-style-type: none"> <li>✚ To consult and review home learning in light of feedback from parent council.</li> <li>✚ Continue to raise attainment in ELC in real life and imaginary contexts.</li> <li>✚ To extend our learning with opportunities beyond our setting and the wider community</li> </ul>	
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67% at/above benchmark	78% at/above benchmark										

	<p>to effective learning of our children. All staff work in partnership with colleagues from speech and language, health visitors and educational visitors. All staff make effective use of information gathered at personal care plan meetings and from other colleagues and agreed developmental milestones. All staff monitor the impact of intervention strategies and use our evidence to make decisions about future interventions.</p> <ul style="list-style-type: none"> <li>➤ ELC Depute Manager and the nursery team effectively use school planning for Literacy, Numeracy and Health and wellbeing linked to CfE benchmarks and agreed developmental milestones to plan for assessment of pupil progress. All staff confidence in knowledge of CfE Benchmarks and in discussing achievement of a level is improved. Through our holistic approach all staff capture evidence of pupils applying their skills in different contexts.</li> </ul>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>➤ There is a strategic overview of the curriculum which we use to ensure a shared understanding of the purpose and design of the curriculum</li> <li>➤ Learning pathways in almost all curriculum areas have developed to support children and young people to build on their prior learning and ensure appropriate progression for all learners.</li> <li>➤ Our developments have ensured most pupils have access to high-quality learning in most curriculum areas.</li> <li>➤ All staff take responsibility for developing literacy, numeracy, health and wellbeing and most staff in digital literacy across the curriculum.</li> <li>➤ All staff are developing very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning through planning and delivering of Skills Academy.</li> <li>➤ All staff are improving the quality of the holistic tasks created to allow pupils to demonstrate their skills across the curriculum, this has been supported by internal and cluster moderation.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Revisit our curriculum overview in light of developments across session 2018/2019 Update 3-year overview</li> <li>✚ Improve the Learning Pathways for pupils in to Third level where necessary in Literacy and Maths</li> <li>✚ Embed clear learning pathways in the technologies area of the curriculum for Digital Literacy and Computing Science. Develop other areas of technologies.</li> <li>✚ To raise the profile of and pupil’s awareness of the skills they are developing for ‘learning, life and work’ through an adapted Skills Academy program. Develop an accreditation system.</li> <li>✚ Pupils are accessing high quality holistic tasks to demonstrate skills</li> </ul>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<ul style="list-style-type: none"> <li>➤ Our engagement and communication between partners is regular, structured, supportive and efficient. We are clear about the purpose of our partnerships.</li> <li>➤ Most parents engaged in feedback on changes in nursery to registration, access to Learning Folders as part of personal Learning Plans etc (Feedback comments from parents/carers)</li> <li>➤ 99% of parents in the primary are involved in 2x PPT Talk Times and contribute, with their child to achievement and attainment for identified pupils especially in HWB, Literacy and Numeracy.</li> <li>➤ 100% of parents attend Stay and Play sessions in the ELC. All parents are</li> </ul>	<ul style="list-style-type: none"> <li>✚ School and ELC will continue and evaluate all partnership working , its planning , development and impact using Education Scotland toolkit – Engaging Parents</li> <li>✚ Develop increased parental engagement in their child’s learning.</li> </ul>	

	<p>encouraged to support their child's learning at home. All staff provide parent/carers with ideas and suggestions of ways they can support their child's learning at home.</p> <ul style="list-style-type: none"> <li>➤ 100% of parents attend Personal Care Planning meetings for their child and the 6 month follow up in the ELC setting.</li> <li>➤ All staff have identified parents who would benefit from increased engagement and have targeted workshops/sessions to support their knowledge and understanding of supporting their child at home.</li> <li>➤ Nursery Depute Manager encourages partnership working where possible (Author visit to encourage interest and enthusiasm in literacy).</li> <li>➤ Nursery nurse and one class teacher trained as a communications champion who along with other nursery staff encourage/signpost parents to where they access support from partnership agencies e.g. Speech and Language ( Display in Nursery foyer and information given out via email and Facebook page)</li> <li>➤ Heathhall school continue to develop links with other ELC Private Partnerships to enhance the transition from ELC to Primary 1 at Heathhall. Transfer of information on HWB, Literacy &amp; Numeracy ensures progression in pupil learning. (See Transition programme/Transition timeline)</li> </ul>	
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

*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><b>School Priority 1</b> <b>Raising Attainment in Literacy - Writing</b> <b>NIF Priority</b> <i>Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</i></p> <p><b>NIF Drivers</b> <i>Parental Engagement</i> <i>Assessing Children's progress</i> <i>School Improvement</i></p> <p><b>HGIOS?4 Qis HGIOELC</b> <b><u>2.3 Learning, Teaching and Assessment</u></b> <i>Quality of teaching /Quality of Interactions</i> <i>Effective use of assessment</i> <b><u>3.2 Raising attainment and achievement</u></b> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i></p>	<p><b><u>2.3 Learning, Teaching and Assessment</u></b> All staff will have increased knowledge of effective strategies for raising attainment in writing.</p> <p>Pupils not on track for writing will be identified and interventions matched to their needs. ( PEF)</p> <p>Working in partnership with Dumfries High School, all teaching staff will have a clearer understanding of expectations for achievement of the Curriculum Benchmarks and Achievement of a Level.</p> <p>Pupils will receive a consistent approach to assessment of writing from nursery to S3</p> <p>All pupils will be able to use clearly identified next steps to enhance their progress in writing.</p> <p>All staff will use evidence from an internally moderated holistic task to help inform their judgement of pupil progress in writing.</p> <p><b><u>3.2 Raising attainment and achievement</u></b> Attainment in writing will improve across the school by a minimum of 3% leading towards achieving the stretch aim of 85% in most classes by 2021 (We are currently sitting at a projected level of 78% for June 2019)</p>	<p>Evaluate approaches to teaching of writing.</p> <p>Evaluate interventions in place to improve attainment in writing.</p> <p>Evaluation of 'Big Writing' criterion scale against the curriculum benchmarks. (Engage with the newly developed 'DHS' writing criterion scale.) Adjust/adapt as necessary for Heathhall Primary School. Evaluate how assessment evidence is shared with pupils.</p> <p>Carry out internal moderation of pieces of writing.</p> <p>Create an effective model for sharing the standard. (Use of displays, evidence folders.)</p>	<p><b>Lead</b> <b>Mrs Sloan - DHT</b> <b>( Mrs Sim)</b> Liaise with DHS – Aug 2019 re partnership working – Management Time</p> <p>3 x collegiate sessions as per WTA ½ INSET Feb – moderation of writing assessment carried out between Aug – Jan</p> <p>Link with work /session on Learning Folder</p>

<p><b>School Priority 2</b>  <i>Raising Attainment through ensuring robust, consistently planned and moderated assessment activities</i>  <b>NIF Priority</b>  <i>Improvement in attainment, particularly in literacy and numeracy</i></p> <p><b>NIF Driver</b>  School Leadership  Parental Engagement  Assessing Children's progress  School Improvement</p> <p><b>HGIOS?4 Qis HGIOELC</b>  <u><b>1.2 Leadership of learning</b></u>  Professional engagement and collegiate working  <u><b>2.2Curriculum</b></u>  Rationale and design  Development of the curriculum  Learning Pathways  Skills for learning, life and work</p> <p><u><b>2.3 Learning, Teaching and Assessment</b></u>  <i>Effective use of assessment</i>  <i>Planning tracking and monitoring</i>  <u><b>2.5 Family Learning</b></u>  <i>Engaging families in learning</i>  <u><b>3.2 Raising attainment and achievement</b></u>  <i>Attainment in literacy and numeracy</i>  <i>Attainment over time</i></p>	<p><u><b>1.2 Leadership of learning</b></u>  Professional engagement and collegiate working</p> <p>All staff will further increase their knowledge and understanding of shared standards through working collaboratively with cluster colleagues in the area of reading.</p> <p><u><b>3.2 Raising attainment and achievement</b></u>  <i>Attainment in literacy and numeracy</i>  <i>Attainment over time</i>  Attainment in reading for DHS cluster in P1-P7 should increase reducing the gap between DHS and DG average at P1 and P4 and increasing at P7  Cluster 71% 76.1% 81.9%  DG average 78.9% 77.4% 79%</p> <p><u><b>2.2Curriculum</b></u>  Rationale and design  Development of the curriculum  Learning Pathways  Skills for learning, life and work</p> <p>All pupils will have access to a BGE which provides breadth, challenge and application opportunities across a variety of different contexts.  All staff will have a shared understanding of the strategic overview, its purpose and design.  All pupils will have opportunities to access experiences which work with partners, are well planned, develop an awareness of the world of work through meaningful contexts.  All pupils will access learning where there is enterprise and creativity (outdoor learning/digital technologies) –see priority 3</p> <p><u><b>2.3 Learning, Teaching and Assessment</b></u>  <i>Effective use of assessment</i>  <i>Planning tracking and monitoring</i>  All staff use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding.  All pupils have reliable and valid evidence of learning allowing all staff to be confident in their judgement.  All staff use data, gathered over time, to identify pupils who are not on track or are facing additional challenges in their lives</p>	<p>Carry out tasks laid out in the cluster moderation plan.</p> <p>Review curriculum overview identify opportunities for learning through Skills Academy format leading to accreditation</p> <p>Identify learning bundles which are planned with partners, incorporating a focus on skills for work, enterprise and creativity.</p> <p>Deliver and evaluate (pupils/staff/parents) new experience bundles.  Review School Overview tracker and amend as required to ensure BGE is being covered.</p> <p>Identify class formative and summative assessment information which contribute to a pupil demonstrating their learning.  Using the Curricular Overview to collaboratively plan across the year holistic assessments which will in addition to the identified formative/summative assessments demonstrate knowledge and understanding by pupils.</p>	<p><u><b>Cluster Sub Group</b></u>  <u><b>(Heathhall Rep – L Hannay)</b></u>  Collegiate x 3  6/11/19  12/2/20  6/5/20</p> <p><u><b>Skills Academy – Daniel Ross PT</b></u>  Collegiate x 1  29/5/19  ½ INSET – August  ½ INSET – February  1/3 day – House Quiz – Collaborative planning  Assembly Time – Collaborative Planning</p> <p><u><b>K Mclean HT – Assessment</b></u>  1x collegiate 9/10/19  ½ INSET – Jan  ½ INSET Feb</p>
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	<p style="text-align: center;"><b>2.5 Family Learning</b> <i>Engaging families in learning</i></p> <p>All parents and carers are actively involved in their child’s learning and development</p>	<p>Engage staff in discussion about a school assessment policy which covers the role of assessment in learning (BTC5 &amp; Raising Attainment Toolkit/Learning and Teaching Policy/Achievement of a Level)</p> <p>Staff interrogate data to identify pupils not on track and plan interventions or seek partner support to reduce the gap.</p> <p>Using feedback from pupils/parents and staff, review the pupil Learning Folders used for sharing of achievements and successful pupil learning. Develop a consistent approach to capturing learning and next steps in the new folder/launch/share and evaluate.</p>	<p style="text-align: center;"><b><u>D Ross PT/C Townsend ELC</u></b> <b>INSET Feb</b></p>
<p><b>School Priority 3</b> <b>Raising Attainment through ensuring high-quality learning experiences for all our pupils</b> <b>NIF Priority</b> <i>Improvement in attainment, particularly in literacy and numeracy</i> <b>NIF Driver</b> School Leadership Teacher Professionalism School Improvement <b>HGIOS?4 Qis HGIOELC</b> <b>2.3 Learning, Teaching and Assessment</b> Learning and engagement Quality of teaching <b>2.5 Family Learning</b> <i>Engaging families in learning</i> <b>3.3 Increasing Creativity</b> Creativity skills Digital innovation Digital literacy Increasing employability skills</p>	<p style="text-align: center;"><b>2.3 Learning, Teaching and Assessment</b> <i>Learning and engagement</i> <i>Quality of teaching</i></p> <p>All learner’s experiences are appropriately challenging and enjoyable and well matched to their needs and interests. All learners take increasing responsibility to lead their learning and will become more successful, confident and responsible. All learners will be enabled to use higher order thinking skills when learning in different environments</p> <p style="text-align: center;"><b>3.3 Increasing Creativity</b> <i>Creativity skills</i> <i>Digital innovation</i> <i>Digital literacy</i> <i>Increasing employability skills</i></p> <p>Creativity, entrepreneurship and innovation will become embedded across learning for most pupils.</p> <p>All pupils will further develop their digital literacy skills and they will use this to solve problems and to develop their own ideas for learning, life and work.</p> <p style="text-align: center;"><b>2.5 Family Learning</b></p>	<p>Pupils will engage with HGIOUR school Theme 3 to evaluate our School and Community Staff reflect, using challenge questions – D&amp;G Learning and Teaching Toolkit on how well learners are enabled to select and make use of high-quality resources and equipment</p> <p>Staff Identify where we can use a range of learning environments and creative teaching approaches. ( Technologies and Outdoor Learning) see below creativity ) <b>ELC staff to reflect and evaluate on effective and innovative practice highlighted in My World Outdoors and Our Creative Journey (Care Inspectorate).</b></p> <p>Staff will engage with Use How Good is our school? (Education Scotland’s National Improvement Hub Creativity) To aid evaluation of how we use skilled questioning and</p>	<p style="text-align: center;"><b><u>K Mclean – HT</u></b> <b><u>Pupil Council/Learning Walks</u></b></p> <p>All staff- AUG INSET /Jan INSET</p> <p style="text-align: center;"><b><u>C Townsend – ELC Deputy Manager</u></b> Identified INSET/Development time as per nursery calendar.</p> <p style="text-align: center;"><b><u>Mrs. McLean/A Sloan</u></b> All staff- AUG INSET /Jan INSET</p>

<p><b>HGIOELC? 3.3 Developing creativity and skills for life and learning</b>          Developing creativity          Developing skills for life and learning          Developing digital skills</p> <p>School Selected QI – 3.3          Increasing Creativity</p> 	<p><i>Engaging families in learning</i>          All parents/Carers will be supported to regularly and meaningfully engage in their children’s learning at home and within the early learning and childcare setting</p>	<p>engagement to promote curiosity, independence and confidence.</p> <p>Identify from previous developments, priorities for sharing and engaging with parents-          DNK/Number Talks</p> <p>Through open afternoons, stay &amp; play sessions all ELC staff will provide parent/carers with ideas and suggestions of ways they can support their child’s creativity at home. ELC will evaluate all partnership working, its planning, development and impact using Education Scotland toolkit – Engaging Parents All parents are encouraged to support their child’s learning at home.</p>	<p>All staff - WTA Flexible workshop</p> <p>WTA – Flexible Workshop          Time/Stay and Play P1 &amp; P1/2          Collegiate 4/12/19</p> <p><b><u>C Townsend – ELC Deputy Manager</u></b>          Identified INSET/Development time as per nursery calendar.</p>
<p><b>School Priority 4</b>          To ensure a shared understanding to the wellbeing which underpins our children’s ability to achieve success.</p> <p><b>NIF Priority</b>          Improvement in children’s health and well being</p> <p><b>NIF Driver</b>          Teacher professionalism          School improvement</p> <p><b>HGIOS?4 / HGIOELC QIs</b>  <b><u>3.1- Ensuring wellbeing, equality and inclusion</u></b>          Wellbeing  <b><u>1.3 Leadership of Change</u></b>          Developing a shared vision, values and aims relevant to the ELC setting and its community</p>	<p><b><u>3.1- Ensuring wellbeing, equality and inclusion</u></b>  <i>Wellbeing</i></p> <p>All members of the school community are committed to promote and sustain the vision, values and aims through ongoing engagement and reflection.          All staff share a responsibility for creating a positive and respectful ethos.          All staff model behavior which promotes wellbeing and encourages it in others and supports all children to be the best that they can be.</p> <p>Through a nurturing approach all children will begin to develop positive attitudes.          Almost all children will persevere with their play and show high levels of self-esteem.</p>	<p>All staff reminder of the 5 Pillars of Pivotal Practice and the theory of nurturing approaches</p> <p>ELCC Staff will use national documents and guidance (How Good is our ELC?, Education Scotland’s National Improvement Hub developing nurturing relationships in early years, Building the Ambition) to aid evaluation</p>	<p><b><u>K Mclean – HT</u></b>  <b>Aug INSET</b>  <b><u>C Townsend – ELC Deputy Manager</u></b>          Identified INSET/Development time as per nursery calendar.</p>