

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

**School:** HECKLEGIRTH SCHOOL, ANNAN

**Date:** June 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**

Hecklegirth Nursery and Primary School's motto is 'Aim High.' Staff across the Nursery and Primary work with stakeholders and partner agencies to provide access to a broad general education that enables learners to reach their full potential and improves life chances for all. By aiming high, staff and pupils are encouraged to be ambitious in their daily learning and teaching, and motivated to realise their aspirations for the future.

The purpose of the curriculum framework at Hecklegirth Primary and Nursery is to provide learning experiences that promote excellence and equity across our school community. Our rationale is underpinned by Getting It Right For Every Child and has been shared with all staff, pupils and families. By putting the child at the centre of all activities and planning, staff at Hecklegirth can observe, assess and review the developmental wellbeing of all children to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. Where gaps are identified, we work alongside pupils, families and partner agencies to identify and plan interventions and resources to support them effectively and allow them to reach their potential helping us raise attainment while Pupil Equity Funding is provided by the Scottish Government to help us address and close the poverty-related attainment gap through Small tests of Change.

The school values were reviewed this session with the school community and are based around our motto- AIM: A for Achievement, I for Inclusion and M for Mutual respect. These shared values are the foundations on which we have built our curriculum for Early Learning and Child Care and Primary, and will underpin all that we do together in the school community to develop our young people as successful learners, confident individuals, responsible citizens and effective contributor. Pupils from across the school entered a poster competition to celebrate our new values and these will be used to promote the school in our handbook and promotion materials. Values are promoted visually and orally around the school as well as used as a measure within our classroom monitoring as part of our ongoing self-evaluation process.

**Review Date: May 2019**



## 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> Develop a whole school nurture approach</p> <p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b> School Improvement</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 1.1, 1.2, 1.5, 2.1, 2.3, 2.4, 2.7</p>	<p>Staff engaged in initial discussion and professional reading regarding readiness and school working group set up, followed by Attachment Training refresher.</p> <p>School spaces created to promote nurture and wellbeing areas for pupils, addressing sensory needs. These have proved useful in identifying a chill out room for some pupils with behavioral difficulties. Two staff attended Trauma-based sensory training and are currently creating calm boxes to support learners</p> <p>Care Experience teacher working with group of learners to raise attainment-pending results.</p> <p>Review of Behaviour policy in light of Respect Me training. New procedures in place and supporting a more consistent approach to promotion of positive behaviours across school.</p> <p>Improved attendance: through proactive response to absences and clear expectations regarding term-time holidays.</p> <ul style="list-style-type: none"> <li>• Attendance 17/18: 89%</li> <li>• Attendance 18/19: 96%</li> </ul>	<ul style="list-style-type: none"> <li>• Play therapy (PEF)</li> <li>• Rights of the Child training for schools</li> <li>• Review of behaviour policy</li> </ul>

**School Priority 2**

To raise attainment in literacy and numeracy, with increased use of digital technologies.

**NIF Priority**

Improvement in attainment, particularly literacy and numeracy

**NIF Driver**

Assessment of children's progress

**HGIOS?4 / HGIOELC Qis**

1.2,1.5, 2,2,2,3, 2.5, 3.2

Planning and tracking meetings with staff to interpret data from assessments, the school's Statistical Summary Report and SIMD information helped us identify learners who would benefit from interventions supported by DSM and PEF to address the equity agenda.

Staff in P1, 4 & 7 attended SNSA training to support effective delivery and staff were able to assist the DHT in carrying out these assessments.

PEF was used to buy in an LA for 5.5 hours per week to deliver TLQ in conjunction with the P1 and Nursery teachers. Results show that all pupils involved raised attainment in reading so we will repeat this approach again next session.

Teaching staff using new online Benchmarking tool to monitor pupil progress across numeracy and literacy. Nursery have created a modified set of Early level benchmarks as a practical tool for the assessment of developing skills in the Early Years and Child Care setting to identify gaps and targeted support.

Implementation of Pie Corbett's Talk for Writing resource built confidence in the learning and teaching of writing, with almost all pupils from P1-7 showing increased engagement. This was a focus for classroom observations by peers and SMT and all teachers demonstrate an understanding in the process through active learning. Jotter monitoring and discussions with pupils evidenced increased engagement in writing with positive results for boys who were previously performing below girls. QAMSOs led cluster working groups and moderation to help staff.

Our Family Learning Coordinator has worked closely with Nursery and P1 parents to offer workshops on early reading. A development session from OT was delivered to Early years staff on pre-writing skills and skills are being used regularly across Nursery and P1 to support effective transition.

The Care Inspectorate identified that Nursery families interacted well through the display of Words Together posters.

Increased use of social media to communicate with families has enabled us to reach more families encouraged increased engagement at events and with feedback. The Nursery blog was identified as good practice in our recent Care Inspection Report (October 2018)

- Develop HWB benchmarking tool
- Focus on excellence agenda
- Wifi for i-pads
- Continue to develop Online planning for teachers
- Reading spines to be focus
- Development of holistic assessments in literacy and numeracy
- Purchase of CfE Teejay from 1<sup>st</sup>-3<sup>rd</sup> level to address excellence agenda & review whole school plan for delivery
- Adapt nursery planning to include rotation of staff to build scope for planning, reviewing and improving their work in all area of setting
- Application of skills to raise attainment
- Pie Corbett in EYCC
- Moderation of CfE levels through increased staff involvement beyond school
- Review of TLQ training
- Review of reading approaches

<p><b>School Priority 3</b> Improve learning and teaching of Science, Technology, Engineering and Maths (STEM)</p> <p><b>NIF Priority</b> Improvement in employability skills</p> <p><b>NIF Driver</b> Teacher professionalism, school leadership, Assessment of children’s progress</p> <p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p>2 STEM leads have audited resources and raised awareness of STEM projects through professional reading lists, twilight session, organization of resources, displays for staff and pupils and setting up a Coding Club as an extra-curricular activity.</p> <p>We entered the Primary Engineering Competition for the first time demonstrating raised confidence in our learning and teaching. Funding was identified to support workshops from Generation Science to offer practical applications. Our EYCC has developed a wide range of opportunities for creativity through science and technologies and these have been shared on the National website as examples of good practice.</p>	<ul style="list-style-type: none"> <li>• Sharing good practice across stages</li> <li>• Increased engagement with the DYW and Raise teams</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>	<p>TLQ Support has helped us close the attainment gap but we continue to find the application of skills difficult to measure to ensure a child has fully achieved a level. In P1 all made progress: 2/5 made less than one year progress with the other three making progress of between 1 year 4months and 3 years. In Nursery all 9 learners made progress, ranging from 1 month to 2 years 6 months. Progress in Nursery was less consistent so we will review staff training.</p> <p>Money was used to provide free swimming for all school families in the October holidays to promote wellbeing. Uptake of 43 admissions from 19 families had limited impact, where it had been successful in other cluster.</p> <p>Pie Corbett resources and reading spines purchased to support this cluster approach. Staff noting raised engagement particularly from boys. This will take time to embed but we are hopeful that this second session will enable us to drive forward the pace and challenge offered.</p> <p>Cover for Learning Assistant allowed us to support behavioural needs for three classes and this proved positive in relation to reducing exclusion rates.</p> <p>I-pads and online subscriptions have promoted more IT usage although no wifi for hand-held devices is limiting full impact at this time. Offering this resource will remove barriers to learning for those who do not have an i-pad at home, supporting homework clubs and research.</p> <p>Advice is required on providing more robust evidence of closing the attainment gap at this time.</p> <p>Outdoor learning equipment to support STEM has enabled classes to learn through hands-on experiences and a community garden is being developed. PEF has enabled access to new resources that help us teach life-long skills and we would like to promote this further to involve families.</p> <p>Health Improvement Team offered healthy eating programme to six families. Two dropped out but feedback from remaining families was very positive.</p>	

	<p>Lego Therapy Club set up by HT to support learners who struggle with focus/social interactions. 9 pupils attended for 6 weeks and parent volunteers joined in to support outcomes. Measurement of success was by engagement and formative assessment strategies, all of which were highly positive for all learners.</p>
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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
<b>1.1 Self-Evaluation for Self-Improvement</b> <ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data</li> <li>• Impact on learners' successes and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring calendar in place to support in-school self-evaluation processes</li> <li>• All staff are regularly engaged in formal and informal means of self-evaluation activities.</li> <li>• Stage partner meetings support moderation and shared expectations</li> <li>• EYCC meet regularly throughout term to engage with HGIOELCC and staff feel confident in language and can identify next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Streamline tracking</li> <li>• Looking outward and forward in our evaluation and improvement activities by increased representation at cluster and regional level groups</li> <li>• Increase parents' opportunities to participate in formal and informal improvement activities</li> <li>• Review of analysis and evaluation of data collected from reporting, SNSA and moderation</li> <li>• Use of visible learning to evaluate learning and teaching and to direct PEF projects</li> </ul>	4
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change.</li> </ul>	<ul style="list-style-type: none"> <li>• PRD's identify leadership and professional learning opportunities which are supported by the SMT.</li> <li>• Reviewed vision, values and aims across school community</li> <li>• Staff, parents and pupils involved in reviewing the SIP</li> <li>• Pupil Council lead developments on behalf of peers and are confident to offer views and opinions on school improvement</li> <li>• Increased DHT remit to build capacity within SMT has worked well this session to provide clear guidance and support to school community</li> <li>• Staff use challenge questions from HGIOS 4/HGIOELCC to evaluate the school's progress and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build capacity for leaders</li> <li>• Review of impact of 1140 hours in Nursery</li> <li>• More opportunities for creativity, innovation and enquiry should be encouraged</li> <li>• Increased involvement of all staff in driving forward improvements and accountability for results</li> </ul>	4

<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>• Outdoor learning space used to support creativity and STEM</li> <li>• Online benchmarking introduced to track pupil progress</li> <li>• Increased use of next steps in Nursery planning through increased professional dialogue and use of HGIOELCC challenge questions.</li> <li>• Completion of SNSA in P1,4 &amp; 7</li> <li>• Tracking meetings completed with all teaching staff to identify strengths, support and next steps for learning,</li> <li>• Peer and SMT class observations to identify good practice and next steps for the teaching of writing</li> <li>• EYCC reviewed planning to match 1140 hours and two rooms- ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Building on positive impact of PEF projects for sustainability</li> <li>• Review of literacy and numeracy overviews</li> <li>• Increased use of data</li> <li>• Create holistic assessments across literacy and numeracy as a cluster</li> <li>• Tracking HWB</li> <li>• Keeping robust evidence</li> <li>• Evolution of weekly and two-weekly planning in EYCC</li> <li>• 2+1 MLPS: Spanish coaching</li> </ul>	4
<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 focused whole school assemblies promote the language of wellbeing</li> <li>• All staff fully trained in Child Protection procedures, Fire Safety, Lockdown and Assessing Risk.</li> <li>• Attendance management is carried out monthly by the HT leading to improved attendance (96%)</li> <li>• Soft start/close and chill-out room identified as targeted support for three pupils</li> <li>• All classes receive entitlement of 2 hours quality PE</li> <li>• Child Plans are reviewed regularly and shared with partners according to guidance</li> <li>• Nursery staff embraced 1140 hours with new management structure and increased staffing from January 2019.</li> <li>• ELCC staff addressing next steps raised Care Inspection (Oct 2018)- no requirements.</li> <li>• School achieved Gold Award form Sports Scotland for engagement in sport across the school community</li> <li>• Opportunities for wide range of extra-curricular clubs provided by staff, Active Schools and volunteers</li> <li>• Effective use of limited ASN resources to support learners in class and to identify training needs</li> <li>• All ASN staff and SMT trained in TeamTeach</li> </ul>	<ul style="list-style-type: none"> <li>• Increased transition for P2 pupils from Base</li> <li>• Online HWB benchmarking tool</li> <li>• Clear links between care plan to PLP in ELCC</li> <li>• Regular ASN meetings to involve support staff in tracking</li> <li>• Evidencing wellbeing successes/achievements</li> </ul>	4
<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> </ul>	<ul style="list-style-type: none"> <li>• Use of benchmarking booklets to review pupil progress at tracking meetings and family conversations</li> <li>• Raised attainment in literacy and numeracy evidenced by improved INCAS results (see above) and CfE results based on teachers' professional judgments demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for learning, life and work</li> <li>• Robust evidence and tracking to identify gaps in learning/targeted support in primary</li> <li>• Literacy Champion (SLT) for EYCC</li> </ul>	4

<ul style="list-style-type: none"> <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>	<p>similar results. Whilst results took a dip at second level last year due to the cohort and behavioural and learning needs within this, we have once again raised attainment in almost all areas with P5 reading the only one area lower than the authority average.</p> <ul style="list-style-type: none"> <li>• New resources purchased according to audit of need including Accelerated Reading titles, Rigby Star titles, Word Aware and dictionaries.</li> <li>• Benchmarks added to Nursery PLP's and moderated to meet needs of Early Years and Childcare setting.</li> <li>• Collaboration time used effectively by staff to share approaches to raising attainment and good practice.</li> <li>• Effective delivery of TLQ by Nursery teacher has shown improvements across all targeted pupils.</li> <li>• Nursery PLPs now demonstrating how next steps are being addressed across literacy, numeracy and HWB.</li> <li>• PEF projects targeted appropriately to support equity for all children</li> <li>• TLQ has shown progress in all pupils targets in EYCC and P1.</li> <li>• EYCC and school work closely with Fire Service and Police to support wellbeing</li> <li>• EYCC links with cluster to evaluate quality of learning over time</li> <li>• EYCC and P1 staff worked closely with health partners to support early literacy</li> <li>• Attainment levels impaired by lack of application skills evidenced</li> </ul>	<p>and Primary</p>	
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• The curriculum rationale shapes the current thinking, vision, values and aims</li> <li>• All classes implementing Mastery of Maths/Samson, following school guidance.</li> <li>• EYCC planning responds to learners' interests and needs</li> <li>• Planned opportunities for outdoor learning allow children to be creative and reinforce their understanding of STEM</li> <li>• IDL is planned to ensure that children experience a range of themes and across different contexts. STEM is embedded within this.</li> <li>• Opportunities for religious observance are identified in a calendar, supported by classes and visitors</li> <li>• P7 to S1 transition support effective continuity of learning through visits from secondary school staff and</li> </ul>	<ul style="list-style-type: none"> <li>• Review of overview for literacy and numeracy to take account of new resources and gaps in learning</li> </ul>	

	<p>discussions within the cluster group to support curriculum continuity.</p> <ul style="list-style-type: none"> <li>• Children with identified additional support needs are offered enhanced transitions from N-P1 and P7-S1 with very positive results within our school and to other feeder schools</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>• Parent volunteers support learners across school</li> <li>• Parent Council represents the school to ensure ongoing improvements are in place for staff and pupils.</li> <li>• Family Learning Coordinator and ELFSO based in school to help support emerging needs of families has proven an effective early intervention</li> <li>• Excellent engagement with multi agency partners and parents to support learners and to provide sustainable solutions across school and EYCC.</li> <li>• Child Plan meetings are successfully led and reviewed to address outcomes as promptly and efficiently as possible.</li> <li>• Learning experienced in school is shared regularly with families through social media and EYCC PLPs and they are encouraged to build on skills at home</li> <li>• EYCC blog identified as excellent practice in recent inspection (Oct 18)</li> <li>• P6 pupils participated in interviews for Annan Young Citizen of the Year, talking about ways in which they effectively contribute to their community with one pupil winning the overall title</li> <li>• Nursery families involved in evaluating literacy posters created in school that support engagement between child and adult</li> <li>• Partners/Businesses invited to parent events eg Health Improvement Team, Cumberland Building Society, Parent Council, SLT, Health Improvement Team, Childsmile etc</li> </ul>	<ul style="list-style-type: none"> <li>• DYW partnerships to be formed</li> <li>• Stem ambassadors</li> <li>• Workshops for families</li> </ul>
<p><b>School selected QI</b></p> <p><b>2.5 Family Learning</b></p>	<ul style="list-style-type: none"> <li>• Families receive quality universal and targets support to access learning activities from the Family Learning Coordinator, ELFSO, O4A and school staff.</li> <li>• Positive engagement at all EYCC events run by FLC to support early learning</li> <li>• We work very well with other services to ensure continued strong support for families and the use of Child Plans allows outcomes to be addressed more consistently thus avoiding drift.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of what families want and need in relation to literacy , numeracy, HWB and wider family learning outcomes to help match families into the right programmes</li> <li>• Sustainability of projects and supports to enable families to develop positive relationships, better learning and better behaviour</li> <li>• Development of FLC programme to offer diversity and creativity across the school</li> </ul>

	<ul style="list-style-type: none"> <li>• The Family Learning Coordinator offers a range of courses across the year to families including PEEP and PPP and participants find these relevant and enjoyable.</li> <li>• Family successes are recorded and celebrated through certificates and notifications in the newsletter/blog/social media</li> <li>• Increased partnership working with the Health</li> <li>• Childsmile work closely with families in school and at home to improve oral hygiene</li> <li>• All staff have a sound understanding of GIRFEC and use these approaches to meet the need of families</li> <li>• PEF projects to support families close the poverty-related attainment gap are successful on a small scale.</li> <li>• Roots of Empathy programme delivered to P4 to raise awareness of child development proved highly successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather feedback from parent events</li> </ul>
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 20

*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>Visible Learning</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> Teacher professionalism School improvement</p> <p><b>HGIOS4 Qis</b> 1.1 2.3</p>	<p>Raised awareness and confidence of staff in improvement planning through small tests of change.</p>	<p>Management training on visible learning Methodology and planning for roll out</p> <p>Cluster training on visible learning methodology and approach</p> <p>Identify small test of change in classroom based on the training given, linked to raising attainment in literacy and numeracy</p> <p>Identify robust tracking system to monitor progress</p>	<p>Lead: HT</p> <p>2x INSET for all teaching staff</p> <p>2x collegiate for professional discussions</p> <p>Stage partner meetings to moderate progress</p> <p>PEF to support record keeping/group tasks for projects eg 4x 1.5 hours for each teacher</p>
<p><b>School Priority 2</b> <b>Rights Respecting Schools/Positive Behaviour</b></p> <p><b>NIF Priority</b> Improvement in children and young people's health and well being</p>	<p>Pupils, parents and staff will have shared ownership, and development of, a whole school approach to Rights Respecting Schools award (bronze)</p> <p>Positive Behaviour Policy reviewed with school community</p> <p>Expectations of behaviours shared with families through displays, writing and</p>	<p>Review positive behaviour policy.</p> <p>Staff member to attend Rights Respecting Schools training.</p> <p>Engage with all stakeholders.</p>	<p>Lead: E Dennis &amp; C Palmer</p> <p>Pupil meetings</p> <p>Parent sub group meetings</p> <p>Staff training x 2 collegiate</p> <p>Funding from PEF for staff cover at training</p>

<p><b>NIF Driver</b> School improvement</p> <p><b>HGIOS4 QIs</b> 3.1</p>	<p>workshops</p>		
<p><b>School Priority 3</b> Raising attainment in reading</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> Teacher professionalism School improvement</p> <p><b>HGIOS4 Qis</b> 1.1 2.3</p>	<p>Awaiting info from Elaine Callendar for SIP.</p>		<p>Lead: C Palmer</p>