

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

School: Johnstonebridge / Nethermill
Primary Partnership

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

Our Vision:

To provide high quality experiences which motivate learners to achieve their potential in school and the wider community.

Our Values:

- **Inclusion**
- **Nurture**
- **Achievement**
- **Respect**
- **Ambition**
- **Citizenship**
- **Equity**

Our Aims

We aim...

- *To set high ambitions for all our learners*
- *To develop responsible citizens, confident individuals, successful learners and effective contributors*
- *To work effectively with partners in school and across the wider community to promote healthy lifestyles*
- *Encourage our learners to achieve success.*

Review Date: These were reviewed in Dec 2018

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Our Vision, Values and Aims

Our vision:

"Be the best you can be"

- We aim to provide a welcoming learning environment with a fun and challenging curriculum, enabling children to be the best they can be.*

Our values:

At Nethermill school we:

- Promote a lifelong love for learning.*
- Create a sense of community and belonging.*
- Are important and equal.*
- We are proud of who we are and what we can do.*

Aims:

We aim for all children:

- To develop and value friendships*
- To become independent learners and creative thinkers.*
- To be given the best quality of education with their needs at the centre.*
- To enjoy being motivated and challenge.*

School Statement

At Nethermill Primary School we have a clear vision for learning. We strive to create a happy, safe and friendly learning environment, where all children experience appropriate challenge and support to meet their learning needs. Close supportive working relationships between pupils, parents and staff promote a strong community ethos. Through positive learning experiences in a variety of wide and rich contexts, at school, at home and in the wide community, our pupils are supported on their journey to be successful, confident learners and realise their full potential.

Review Date: June 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 (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 Raising Attainment of all pupils in literacy</p> <p>NIF Priority Improvement in attainment, particularly literacy</p> <p>Closing the gap between the most and least disadvantaged</p> <p>NIF Driver Parental engagement School Improvement Assessment of Children's progress Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 3.3, 3.2, 3.1, 2.7, 2.5, 2.4, 2.3, 2.2, 1.1, 1.2</p>	<ul style="list-style-type: none"> Literacy progressions Frameworks have been updated and now ensure progressions within and across levels. Benchmarks have been included in some planning documentation. These provide staff with an increased understanding of key skills within a level and also provide an increased understanding of assessment and achievement of a level. Staff create holistic assessments in Literacy each term. This provides assessment evidence for achievement of a level and also provides a basis for staff discussions during Quality Assurance and Moderation Activities. Planning holistically at the start of the term and keeping planning tracking documentation 'live ' has provided opportunities to reduce bureaucracy for staff. There is still some work to do to reduce this further. Pupils are involved in responsive planning and discuss with class teachers the contexts within which they want to apply their skills. This provides the children with increased engagement and ownership of their learning. PEF funding has supported the purchase of iPads to support the delivery of Literacy. Apps are used to reinforce spelling and reading in class. This has had a positive impact on pupil engagement and encourages the children to apply their learning in context. 	<ul style="list-style-type: none"> Continue to review the planning process to attempt to reduce bureaucracy for staff. Staff to work collegially on what achievement of a level looks like in Literacy. Continue include holistic assessments in the planning stages. Continue to ensure there are regular opportunities to moderate these plans and the evidence at Partnership, Cluster and Local Authority levels.

	<ul style="list-style-type: none"> • School surgeries provided increased opportunities for staff to meet with parents and discuss progress and next steps in learning. There was a very low uptake of these surgeries and as a result, there has been little to no impact on learning and teaching as a result. • Learning Discussions continue to be held twice a year and generally there is positive feedback from parents and staff about these discussions. These discussions keep parents informed of their child's progress and next steps in learning. • Achievement books and class newsletters continue to be sent home termly to update parents on what their child is doing in school. Feedback from parents identifies that, on the whole, these are useful. Pupils report that these books help them identify their targets and they enjoy seeing the progress made across the year. • Reading Booklets were created and shared with parents about how they can support their child at home. These were generally well received and most parents reported that they would like these to continue to other areas such as maths and writing. • Reciprocal Reading has proven very successful in raising attainment in reading. Standardised Assessments evidence of increased understanding of texts whilst teacher observations reflect increased use and understanding of HOTS. • SNSA information has supported Teacher judgment and also provided a diagnostic tool for teachers to identify next steps in learning. Staff have taken part in additional SNSA training this session and have increased confidence delivering the assessment and analysing data. 	<ul style="list-style-type: none"> • Surgeries will no longer be part of staff working time agreement, instead, time has been allocated in the WTA for infrequent meetings with parents as necessary. • Continue to use Achievement Books & Class newsletters to inform parents of the learning taking pace that term. • Look at other areas of Literacy to produce information leaflets for parents on how they can help at home.
<p>School Priority 2 Raising Attainment of all pupils in Numeracy</p> <p>NIF Priority Improvement in attainment, particularly numeracy</p> <p>Closing the gap between the most and least disadvantaged</p> <p>NIF Driver</p>	<ul style="list-style-type: none"> • We had limited success accessing Maths recovery Training this year due to the low numbers of staff across the Partnership. Where staff have been trained, there is an increased understanding of the processes and approaches being used. These are at the early stages of being implemented in day to day Learning & Teaching. • Learning assistants have been trained in 'Catch Up Numeracy' and are implementing programmes across the school week. This has had a positive impact on attainment and generally assessment information evidences an increase in attainment. 	<ul style="list-style-type: none"> • Provide Maths Recovery Training for staff who were unable to access this last year. • Continue to implement 'Catch Up Numeracy' intervention and collate evidence to support impact for learners.

Parental engagement
School Improvement
Assessment of Children's
progress
Performance information

HGIOS?4 / HGIOELC QIs: 3.3,
3.2, 3.1, 2.7, 2.5, 2.4, 2.3, 2.2, 1.1,
1.2

- Maths planning has been revised to ensure Progression Frameworks are clearer and evidence progress within and across levels. Staff have also collated resources to support the delivery and assessment of this.
- Planning holistically at the start of the term and keeping planning tracking documentation 'live ' has provided opportunities to reduce bureaucracy for staff. There is still some work to do to reduce this further.
- iPads are supporting the reinforcement of maths in class. There is evidence of increased pupil engagement as a result.
- Staff took part in Nurture Maths training session this year. This has increased staff understanding of this concept and teachers are at the early stages of implementing this in their classrooms.
- Learning Discussions continue to be held twice a year and generally there is positive feedback from parents and staff about these discussions. These discussions keep parents informed of their child's progress and next steps in learning.
- Achievement books and class newsletters continue to be sent home termly to update parents on what their child is doing in school. Feedback from parents identifies that, on the whole, these are useful. Pupils report that these books help them identify their targets and they enjoy seeing the progress made across the year.
- School surgeries provided increased opportunities for staff to meet with parents and discuss progress and next steps in learning. There was a very low uptake of these surgeries and as a result, there has been little to no impact on learning and teaching as a result.
- SNSA information has supported Teacher judgment and also provided a diagnostic tool for teachers to identify next steps in learning. Staff have taken part in additional SNSA training this session and have increased confidence delivering the assessment and analysing data.
- STEM Family Learning information evening planned for the end of this term. Impact to be measured in relation to this.
- Implement and review new maths planning across the school year and make amendments as necessary.
- Continue to plan holistically for maths activities to support achievement of a level judgements.
- More time required to implement Nurture Maths approach in classes and gather the evidence to reflect impact of the intervention.
- Continue to ensure parents are kept fully informed of their child's progress in learning through Learning discussion, Achievement Books and on-going discussions with parents.
- School Surgeries will not continue this session. Instead, we will adopt an open door policy for parents to come into school to discuss learning and progress.
- Staff to continue to use formative and summative assessment data to inform their learning and teaching and next steps for learners.
- Continue to provide Family learning opportunities for all across the curriculum and life of the school.

<p>School Priority 3</p> <p>Raising Attainment of all pupils in HWB</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Closing the gap between the most and least disadvantaged</p> <p>NIF Driver Parental engagement School Improvement Assessment of Children's progress Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 3.3, 3.2, 3.1, 2.7, 2.5, 2.4, 2.3, 2.2, 1.1, 1.2</p>	<ul style="list-style-type: none"> • SHANARRI Well-being assessments are completed termly. The children complete these for how they are feeling about home and school. Staff engage in discussions with children who score themselves low in these assessments and interventions are implemented in class to support. Adopting this approach has enabled clear interventions and assessments are identifying fewer issues from pupils. • JB- Emotions work has been taught to the children across all stages of the school both through nurture group and class interventions. This has supported the children and provided them with an increased understanding of how they are feeling as well as providing strategies to support them in school and at home. HMIE identified this as 'Highly Effective Practice' and a sketchnote has been created and shared nationally about the work going on. • Fidget toys and sensory aids have been purchased to support individuals who require them. This has had a positive impact on pupil concentration, focus and engagement. • Staff are becoming familiar with the new format being used for Pastoral notes and are tracking and monitoring pupil progress through chronologies. • Outdoor learning has been used to promote the well-being of the learners. This space is used to develop mindfulness as well as providing skills for life-long learning and work. 	<ul style="list-style-type: none"> • Simple SHANARRI format to be used consistently across the partnership for Early years pupils. • Nethermill to implement a nurture approach across the school- working in partnership with Johnstonebridge sharing practice
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • 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? 	<p>Johnstonebridge:</p> <p>We were unable to access training and resources we had planned in maths due to limitations with numbers of staff across the partnership.</p> <p>Catch Up Numeracy has had a positive impact on attainment in Maths this session. Evidence from summative assessments identifies that the children within the targeted intervention group have on the whole made progress and closed the gap in their numeracy standardised scores.</p> <p>Staff has also used PEF funding to support the delivery of Nurture maths in the classroom. Impact evidence from this is still being collated.</p> <p>Johnstonebridge Primary School used a significant amount of PEF funding to support the delivery of reading. We have a number of pupils in the school who have limited or no access to reading resources and this was impacting on their progress in this area. Supplementing reading resources has provided a range of books for the children to use in class and at home with their parents.</p> <p>Outdoor clothing was also purchased for pupils across the school to enable them to fully access outdoor learning in all weathers. The children were not well-equipped for these activities and either could not access them or needed to be changed afterwards. Wellies and waterproofs has supported the outdoor learning activities in school and means the children are happy and dry when working outdoor in all weathers.</p>	

It is too early to have any measurable impact on this year's PEF spending. This will be monitored and tracked throughout 2019-2020.

IPads were purchased this session and have impacted positively on pupil engagement in learning as well as having an impact on attainment. Staff report that pupils are more engaged in activities and use Apps to support Literacy and Numeracy in the classroom.

Nethermill

We were unable to access training and resources we had planned in maths due to limitations with numbers of staff across the partnership.

Catch Up Numeracy has had a positive impact on attainment in Maths this session. Evidence from summative assessments identifies that the children within the targeted intervention group have on the whole made progress and closed the gap in their numeracy standardised scores.

IPads were purchased this session and have impacted positively on pupil engagement in learning as well as having an impact on attainment. Staff report that pupils are more engaged in activities and use Apps to support Literacy and Numeracy in the classroom.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<ul style="list-style-type: none"> The Vision, Values and Aims have been evolving through meaningful engagement & review by pupils, parents and staff. Evidence of new VVA at JB- pupils are confidently able to discuss these and what they look like in school. At NM the children are still in the process of changing these and have a clear idea of the values they would like to be included. We are consulting with parents before moving this forward. Children use the values to shape their class charters and rules- they are confident discussing these and being involved in this process have provided them with ownership over these expectations in school. Staff have a clear understanding of the context of our school and the needs of our learners and through self-evaluations gather a range of information to determine improvement priorities for the School Improvement Plan. 	<ul style="list-style-type: none"> Children to lead sharing Vision, Values and Aims with parents and stakeholders. Continue to involve the children in the creation of Class Charters Continue to use self-evaluation processes and data to inform School Improvement planning. 	<p>JB- 5 NM 4</p> <p style="text-align: right;">8</p>

	<ul style="list-style-type: none"> • Pupils, parents and staff are involved in reviewing School Improvement Progress through self-evaluation questionnaires and feedback forms. • Pupils across the whole school have regular opportunities to lead whole school developments and initiatives. This is done through whole school assemblies and individual classwork. • Pupils are involved in planning their Inter-disciplinary Learning and identify what they want to learn through their KWL grids at the start of the block of learning. Pupils are provided with opportunities each term to evaluate their learning and identify how learning could be improved. Staff and pupils work collaboratively to ensure pupils views are considered and actioned and the pupils feel their opinions are valued. • Pupils are provided with opportunities to take on leadership roles through our 'Skills for Our Lifetime' programme. Pupils report that they enjoy these clubs and have gained key skills whilst leading them. • Staff across the partnership are involved in strategic planning for improvement. Curricular areas and learning & Teaching approaches are developed and reviewed on a regular basis which leads to improvements for all learners. 	<ul style="list-style-type: none"> • Engage pupils in self-evaluation to determine whether more formal leadership groups are required across the school year. • Children to continue to plan learning across the curriculum. • Continue to review the DYW work going on in school and across the partnership. Create opportunities for careers work to be implemented across the calendar as part of the 3 year overviews. • Continue to review and revise the curriculum, ensuring all progression frameworks are progressive and support the planning, learning/ teaching and assessment in class. Progression frameworks across the curriculum need to be updated to include the benchmarks. 	
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	<ul style="list-style-type: none"> • Class teachers use formative and summative data regularly to decide next steps for children’s learning. This has deepened their understanding of achievement of a level and encouraged staff to provide challenge in learning. • School uses improvement methodology (PDSA) to implement and evaluate changes as identified within the school improvement priorities. This provides clear and focused interventions and uses data to support next steps. 	<ul style="list-style-type: none"> • Continue to analyse and interpret data and address any inconsistencies and matters arising from this information. • Moderation activities to support achievement of a level work across the school. There needs to be more of a focus on pace in learning to ensure children are being stretched fully. • Continue to use PDSA approach to implement a small test of change approach. 	
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • Relationships are positive and there is a nurturing, supportive and inclusive ethos across the school • Johnstonebridge Primary has had a specific focus on implementing a nurture approach over the last two years (supported by PEF). This has had a positive impact on pupil engagement and motivation to learn. • Learning and Teaching helps to deliver the Vision, Values and Aims and children have a clear understanding of these in school. 	<ul style="list-style-type: none"> • Continue to ensure that nurture approach has a positive impact on pupils’ learning. Introduce a more focused nurture approach at Nethermill. 	<p>JB/NM 4</p>

	<ul style="list-style-type: none"> • Staff have engaged in Professional Enquiry Research Projects this year. They have implemented a 'small test of change' approach in their practice. Evidence in relation to the impact of this has still to be evaluated. • Teachers and children use digital technology to enhance learning experiences. This has led to increased pupil engagement. iPads have supported raising attainment in Literacy & Numeracy. • Where needs are identified, IEPs are created and reviewed by the ASL teacher, class teacher and parents. This ensures that all learners' needs are met and interventions are implemented effectively and in a timely manner. This has impacted positively on attainment and we are closing the gap for our learners. • All teachers use formative assessment strategies- learning intentions, success criteria, feedback and effective questioning using HOTS. Pupils self and peer assess their learning to develop their understanding and identify next steps in learning in Literacy, Numeracy and IDL. This has provided the children with a clear understanding of their learning and what they need to do to improve. • Outdoor Learning is used as a vehicle 	<ul style="list-style-type: none"> • Continue to encourage staff to engage in Professional Enquiry as part of the PRD process. • Staff to review the Technologies programmes across the partnership and ensure that Frameworks are progressive and include the benchmarks. • Termly Attainment meetings will continue to support this area. 	
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	<p>to deliver real life contexts where appropriate. Staff report increased pupil engagement in learning as well as an increased understanding of how the skill they learn in school link to their future.</p> <ul style="list-style-type: none"> • Holistic assessments are created each term for Literacy, Numeracy and HWB. This provides a focus for staff and supports work in relation to achievement of a level. These are moderated across the partnership, cluster and also Local Authority. • Formative & Summative data is gathered across the school year to provide an overview of progress for learners. The tracking document is used as a focus for termly attainment meeting discussions and staff identify and discuss barriers to learning, interventions and challenge needs of individual learners. 	<ul style="list-style-type: none"> • Continue to ensure staff plan for holistic assessment opportunities across the school year. • Staff to continue to engage with Quality Assurance and Moderation activities across the school, partnership and wider cluster. HT to continue in her role as QAMSO. 	
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<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Our Vision, Values and Aims identify the core values we promote within our school. These are reinforced regularly throughout the school year and staff ensure the rights of all pupils are addressed. Pupils, staff and parents have been involved in the review and creation of our new Vision, Values and Aims (JB- Dec '18, NM-May '19) • All teaching and non-teaching staff ensure that all children are included and respected across our school. We have a particular focus on well-being and firmly believe that without well-being, our pupils will not be able to make appropriate progress and access their learning. • Our Whole School Nurture Approach was commended in a recent inspection and has been identified as an area for sharing nationally across Scotland. This has impacted positively on pupil engagement in learning as well as attainment. • We ensure our ethos is welcoming and pupils and parents feel welcome and safe. This is the responsibility of all staff. We have a team approach where pupils, staff, parents and the local community work together for the benefit of our children. As a result, pupils are happy to come to school and feel part of the team. 	<ul style="list-style-type: none"> • Parents invited to comment and contribute to the draft version of VVA • Review Relationships policy and include latest information from D&G 'Respect for All Anti-Bullying Guidelines' (Oct 2018) • Continue to implement Nurture approach across the school with targeted interventions where appropriate. • NM to implement Nurture approach across the school • Engage pupils in self-evaluation to determine whether more formal leadership groups are required across the school year. • Continue to reflect on current practice and identify support and training needs as required. 	<p>NM 4 JB 5</p>
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	<ul style="list-style-type: none">• Pupils regularly self-evaluate using the health and well-being indicators. Pupils use the SHANARRI Wheel for this each term. The individual children's HWB is monitored and tracked. Staff use information gathered from these to put interventions in place in their classrooms through circle time and other PSHE activities.• Nurture groups are central to well-being at Johnstonebridge Primary and sessions run across the school week. Soft starts are also in place for pupils who have additional support needs in this area. This has had a positive impact on pupil engagement and attainment.• We adopt an inclusive and restorative approach to issues which occur in school and the playground. AS a result, pupils are clear on the high expectations we have in terms of their behavior and supportive discussions are included when problems arise. This has reduced the number of issues in the playground and pupils report that they feel happy and safe in school.• Transitions into P1, across classes in school, and from P7 to S1 are enhanced and tailored to meet the needs of all learners.		
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	<ul style="list-style-type: none"> We create regular opportunities to address the protected characteristics in school. This is done through Health and well-being programmes and also regularly in school assemblies. Wherever possible, we make these topics as relevant to the pupils and their context / community as possible and invite others to share and teach us about the rights of others. 	<ul style="list-style-type: none"> Create a programme for diversity across the partnership. 	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> <i>Progress in communication, early language, mathematics, health and wellbeing</i> <i>Children's progress over time</i> <i>Overall quality of children's achievement</i> <i>Ensuring equity for all children</i> 	<ul style="list-style-type: none"> We provide in school opportunities for children to develop skills for life and work through gardening, cooking, craft club, active sports club, 'Skills for Our Lifetime' activities, Regional sports competitions (curling & cross-country) Pupils report that they enjoy these clubs and activities and have gained key skills whilst leading them. We track children's achievements through our 'Supporting learners through the BGE' overview. This provides us with an overview of the whole school and enables us to address any gaps or specific needs. We work collaboratively with parents to tailor and meet the needs of individual children. We ensure inclusion at all levels. This leads to increased engagement in school and raising 	<ul style="list-style-type: none"> Review Skills programmes and adapt as necessary. Continue to track the children's wider experiences to ensure children have regular opportunities to access a range of wider achievements. 	<p>NM & JB 4</p>

	<p>attainment.</p> <ul style="list-style-type: none"> • The school has an active presence in the local community. We work collaboratively with the community council on improvement priorities for our local communities and take part in a range of activities within the local community. This provides the children with a sense of belonging and pride in their local community. • Across the school, all pupils are making progress from their prior levels of learning in Literacy and Numeracy. This is evidenced through our tracking and monitoring systems across the school. • Staff create regular opportunities for the children to apply their learning in relevant and real-life contexts. Pupil profiles evidence this learning and are used to support judgments in relation to achievement of a level. • We ensure our learners receive appropriate supports and challenges in their learning. PEF has supported this as needed. This has led to raised attainment in Literacy and Numeracy. • Data is analysed and discussed during attainment and ASL meetings to determine the supports and challenges 	<ul style="list-style-type: none"> • Continue to ensure both schools are visible in the local community. • JB through forest classroom and sustainability working. • NM through working with Singleton Park, the Barony and the Community Action Plan. • Continue to track and monitor pupil progress in literacy, Numeracy, HWB and other curricular areas. • Staff to ensure regular opportunities for children to apply their learning in context. • Class teachers and SMT to robustly analyse data and triangulate evidence to demonstrate achievement of a level. 	
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	<p>required. Staff are also using this meeting to predict achievement of a level. This ensures that children are making appropriate progress across and within levels.</p> <ul style="list-style-type: none"> • Staff have undertaken a number of Quality Assurance and Moderation activities at school, partnership and Cluster level across the school year. As a result, they have increased confidence formulating judgements of achievement of a level. Use of Benchmarks has supported assessment and moderation activities. • The introduction of the Scottish National Standardised Assessments (SNSAs) has provided staff with additional information. Staff have used the information diagnostically to identify learning needs including challenge for all learners. This ensures that targeted supports and interventions are identified and implemented in a timely manner. • The children’s successes are celebrated regularly in assemblies and class discussions. We celebrate the wider achievements of the pupils and encourage information from home to support us in this. Children receive weekly awards linked to the four capacities. This provides the children with a sense of achievement within the school community. 	<ul style="list-style-type: none"> • Staff to continue to predict levels of attainment for all learners. • Staff to continue to take part in Quality assurance and Moderation activities at partnership, cluster and local authority level. • SMT to continue to track SNSA levels across all levels. 	
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2.2 Curriculum: Theme 3 Learning Pathways

- In partnership with pupils, staff have evaluated and created a new Vision, Values and Aims. The VVA underpins the rationale for the curriculum.
- As a staff we have high aspirations of all our learners. Pupils are clear on these expectations and strive to ensure they achieve them,. This has had a positive impact on behavior as well as engagement and attainment in learning.
- Curricular programmes aim to deliver breadth, depth and application in learning. We have cohesive, progressive programmes in place for Literacy, Numeracy & IDL. We have 3 year rolling programmes in place for HWB, Technologies, RME & IDL. This ensure appropriate curriculum coverage and attainment meetings, monitoring of teachers' planning and pupil profiles also ensure that children are moving across and within levels at an appropriate pace and with challenge.
- We are fully aware of the need for equity in our school and ensure each individual pupil has access to the resources they require to help them succeed. This is beginning to have an impact as we see the attainment gap slowly closing for some learners.
- Consult with parents and the wider community regarding the new Vision, Values and Aims. Pupils should be fully involved in this process.
- The rationale to be modified to reflect the revised VVA as and if required.
- Review programmes of learning in place and ensure progression pathways provide sufficient challenge and opportunities to apply learning across the curriculum.
- Ensure Benchmarks are reflected in all progression pathways (not just Literacy and Numeracy)

2.7 Partnerships – Theme 3: Impact on Learners

The impact of parental involvement on improving children and young people's learning.

- We ensure our school and learners are visible in the local community. This promotes the school in the wider community and provides opportunities for everyone to be involved in the life of the school.
- We create regular opportunities for parents to be engaged in their child's learning through Learning discussions and School Surgeries and information leaflets/ posters. This has had a positive impact on parental engagement in learning
- We engage with a range of partners to provide wider educational experiences for our learners. This allows our learners to access a wider range clubs and activities and contributes to their achievements in school.
- We have a supportive Parent Council in both schools. Both parent councils are beginning to work collaboratively to support the partnership and learning community as a whole.
- We actively seek feedback from parents in relation to improvement priorities and the School Improvement plan. This partnership working has provided opportunities for parents to have a say in how the school is run as well as improvement priorities for the forthcoming year.
- Create more opportunities for parents to come into school and engage with their child's learning.
- Continue to seek parental evaluations in relation to school improvement planning.
- Create more support leaflets and posters in other curricular areas.

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)
<p>School Priority 1 Raising attainment in Literacy for all pupils</p> <p>NIF Priority Improvement in attainment, particularly literacy</p> <p>Closing the gap between the most and least disadvantaged</p> <p>NIF Driver Parental engagement School Improvement Assessment of Children's progress Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 3.3, 3.2, 3.1, 2.7, 2.5, 2.4, 2.3, 2.2, 1.1, 1.2</p>	Increased pupil engagement in learning	Continue to ensure contexts for learning are relevant and engaging and wherever possible make links to outdoor learning and learning for sustainability.	Class teachers to lead
	Increased pace and challenge in learning	Staff and pupils to continue to use formative assessment strategies to reflect on the learning process and identify next steps. Staff to continue to plan holistic assessment opportunities across the year.	Class teachers & SMT SMT, Staff & QAMSO
	Reading for enjoyment	Class teachers to review Pupil Profiles and assessment information in relation to Literacy.	Class teachers & SMT
	Parental involvement	Class teachers to continue to engage in Quality assurance and Moderation activities at partnership, cluster and local authority level.	Class teachers & SMT
		Staff to reflect on 3 year overviews to ensure appropriate curriculum coverage as well as pace and challenge in learning. Curriculum Rationale to be updated to reflect the new Vision, Values & Aims	Class teachers & SMT
		Reading Resources to be supplemented and updated to meet the needs of all learners.	Class teachers, ASLT, & SMT
		Pupils to have regular opportunities to read for enjoyment	Class teachers & SMT

		<p>Paired Reading programme to be created across the school (JB)</p> <p>Staff to increase the profile of reading for enjoyment across the school Achievement Books, Learning Discussions, open afternoons and assemblies will continue to keep parents informed. Staff will also use social media and other apps to inform parents of the learning taking place in school.</p>	<p style="text-align: right;">June 2020</p> <p>Class teachers & SMT</p>
<p>School Priority 2 Raising attainment in Numeracy for all pupils</p> <p>NIF Priority Improvement in attainment, particularly numeracy</p> <p>Closing the gap between the most and least disadvantaged</p> <p>NIF Driver Parental engagement School Improvement Assessment of Children's progress Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 3.3, 3.2, 3.1, 2.7, 2.5, 2.4, 2.3, 2.2, 1.1, 1.2</p>	<p>Increased pupil engagement in learning</p> <p>Closing the Numeracy Gap</p> <p>Increased pace and challenge in learning</p> <p>Nurture Maths</p> <p>Parental involvement</p>	<p>Continue to ensure contexts for learning are relevant and engaging and wherever possible make links to outdoor learning and learning for sustainability.</p> <p>Staff to continue to research, resource and implement Nurture maths approach</p> <p>Continue to implement Catch Up Numeracy Intervention to close the numeracy gap.</p> <p>New maths planners to be implemented and reviewed across the school year.</p> <p>Class teachers to review Pupil Profiles and assessment information in relation to Numeracy.</p>	<p>Educational Psychology</p> <p>Learning assistants/ class teachers</p> <p>Class teachers & SMT</p> <p>PEF to support this development</p>
<p>School Priority 3- Nethermill</p> <p>Raising Attainment of all pupils in HWB</p> <p>NIF Priority Improvement in children and young people's health & well-being</p> <p>Involvement in employability skills and sustained, positive</p>	<p>Pupils will be engaged in their learning</p> <p>Pupils will have improved well-being</p> <p>Outdoor learning to integral to activities across the school week.</p>	<p>Nurture groups will support individuals in school</p> <p>Pupils will learn about their emotions and how to manage these in school</p> <p>Continue with work on friendships and relationships</p> <p>Provide children with strategies to support them in school</p> <p>Continue to embed a restorative approach in relation to issues in school</p>	<p>Class teachers, Learning Assistants & SMT</p> <p>Class Teachers & SMT</p>

<p>school leaver destinations for all</p> <p>Closing the gap between the most and least disadvantaged</p> <p>NIF Driver Parental engagement School Improvement Assessment of Children's progress Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 3.3, 3.2, 3.1, 2.7, 2.5, 2.4, 2.3, 2.2, 1.1, 1.2</p>	<p>Partnership working</p> <p>Increased Community working</p>	<p>Chronologies to be kept to ensure we have a full picture of individual children's well-being needs.</p> <p>Review Relationships / Behaviour policy and update in line with National Guidelines.</p> <p>Ensure parents are fully informed of any issues in school</p> <p>Ensure partnership working is effective and meets the needs of all learners</p> <p>Create links with Singleton Park Nursing home, The Barony and The Community Action Plan to provide the children with regular opportunities to become involved in the wider community and develop skills for citizenship and sustainability.</p>	<p>Class Teachers & SMT</p> <p>SMT, Class Teachers and Community Partners</p> <p>PEF to support this development</p>
<p>School Priority 3- Johnstonebridge Learning across the Curriculum with a focus on Outdoor Learning</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Closing the gap between the most and least disadvantaged</p> <p>Improvement in children & young people's health and well-being</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<p>Pupils will be engaged in their learning</p> <p>Pupils will have improved well-being</p> <p>Continue to promote community partnership working</p>	<p>Continue to ensure pupils have regular opportunities to take their learning outside and make contexts relevant and exciting</p> <p>Forest Classroom activities will create links to other curricular areas with a particular focus on Literacy and Numeracy.</p> <p>Create a Forest Classroom setting in the village where children can extend their learning and develop a sense of well-being.</p> <p>Continue to work collaboratively with parents and the wider community to promote the school in the local and wider community.</p>	<p>Class Teachers & SMT</p> <p>Class Teachers & SMT</p> <p>SMT, Class Teachers and Community Partners</p> <p>PEF to support this development</p>

<p>NIF Driver Parental engagement School Improvement Assessment of Children's progress Performance information</p> <p>HGIOS?4 / HGIOELC QIs 1.3, 2.7, 3.1, 3.2, 3.3</p>			
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