

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

**School:** LOCHARBRIGGS PRIMARY SCHOOL

**Date:** MAY 2019

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

Our vision is to develop wellbeing through understanding our strengths as individuals and as a school community. This will help us to become the BEST version of ourselves within an environment which values:

<b>WELLBEING</b>	<i>safe, fair, respectful, nurturing, relationship-rich</i>
<b>INNOVATION</b>	<i>new ideas, adapting, forward thinking</i>
<b>INDIVIDUALITY</b>	<i>listened to, trust, helping each other, successes recognised, uniqueness celebrated, aspirational</i>
<b>TEAMWORK</b>	<i>valued, leadership by all, belonging, making decisions together</i>
<b>BUZZ</b>	<i>welcoming, happiness, enjoyment, challenge, warmth</i>

Review Date: reviewed between September 2018 and March 2019    next review May 2020

**Review Activities (as appropriate)** focus groups of pupils and parents, consult Parent Council, creation of new school motto which reflects the VVA (P6 leading this)

*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 Wellbeing</b> <i>To ensure the wellbeing of all in our school community</i></p> <p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b> School Leadership Parental Engagement</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 1.1 Self-evaluation for self-improvement 2.1 Safeguarding and child protection 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships</p>	<p>New Vision, Values and Aims document created and graphic shared with staff, parents and pupils. School motto remains the same "Together we can make a difference," as attempt to hold competition was not successful.</p> <p>RRS school award achieved and progress made towards next award underway. Two members of staff trained to deliver this programme. Articles beginning to underpin policy development. Restorative Conversations and new approaches to behaviour management linked with Emotion Works and RRS have reduced exclusions by 86%. Disruptions and incidents are also greatly reduced. Qualitative comments from visiting HTs and Acting Director as well as members of the public all state how calm and settled the school is. Attendance rates are high with only three children having attendance between 82 and 89%. There is no record of attendance below 82%. The majority of children have attendance at 95% and above.</p> <p>Justice Squad created and has met five times. Surveys carried out and data collated by Martin McGeary. Results show that 84% of pupils seem more than happy with the school. The highest scoring questions were about feeling looked after, listened to and included.</p>	<p>Make connections explicit by creating a Positive Relationships Policy in which Anti-bullying, Inappropriate Language and HT expectations all sit.</p>

	<p>Using theme 1 from HGIourS children have identified a number of new measures used to deal with situations involving inappropriate behaviour.</p> <p>CYPIC project completed. This brought together a wide range of partners and data collation has been supported by Adam Smith and Martin McGeary as well as a group of children.</p> <p>Feedback from staff training event Tree of Knowledge indicates that almost all staff valued the training and would recommend this workshop to other colleagues.</p>	
<p><b>School Priority 2</b> <b>Raising Attainment in Literacy and Numeracy</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> School improvement School leadership</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment</p>	<p>Only some experience of outdoor learning this year. Teaching staff attended fire building training and the school has equipment for such activities – including a Kelly Kettle.</p> <p>Early years practitioners have developed a rationale for play-based learning. HT has completed SCEL Leadership of Early Learning course. Children in primaries one and two are described as far more settled to learn. One pupil who did not access mainstream schooling last year has been attending his primary two class all of the time and is reported to making very good progress. The impact for other children has been beneficial. Parents of children in primaries one and two have remarked on the success of this new approach.</p> <p>Professional reading has underpinned the development of restorative approaches. Feedback from restorative conversations states that all children feel strongly that they are listened to and almost all children feel that such conversations help them to avoid a behaviour. Exclusions and incidents records are dramatically reduced compared with this time last year.</p> <p>New planning formats have been introduced. The progression pathways for numeracy, literacy and wellbeing have been used over two terms and are beginning to embed. Other curricular pathways developed this session include French and RE.</p>	<p>HT visited St. Ninian’s primary school in Dundee, May 2019. An example of good practice was observed, LOL <i>Loving Outdoor Learning</i> and the approach shown here would be transferrable to our context. Visit St. Ninian’s (whole staff) in Dundee to see how this staff provide highly engaging outdoor learning activities every week and follow as clear planning programme. They identify skill development and encourage self-reflection in plenary type activities. Find a D&amp;G inset day when Dundee pupils are in school.</p> <p>Teachers will work collaboratively to create a graphic which informs colleagues and parents of formative assessment techniques. This will be over CAT nights.</p>

	<p>HT has led the moderation sub-group for the cluster. In May 2019 the final cluster event was held. Feedback was positive from the majority of teachers. A Moderation Plan is in place for 2019/20.</p> <p>Protocols to enable learning assistants and teachers manage distressed behaviours have not been developed consistently. However, with the support of Speech and Language Therapy there is in place a Lose It Line graphic which supports one child in the upper school. Other steps taken include a new positive behaviour policy and an inappropriate language policy.</p>	<p>HT to continue leading the cluster sub-group for moderation.</p> <p>Bring these policies under one heading Positive Relationships policy</p>
<p><b>School Priority 3</b>  <b>Early Years Pedagogy and extending purposeful play through skilled observations</b></p> <p><b>NIF Priority</b>  Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b>  Teacher professionalism</p> <p><b>HGIOS?4 / HGIOELC QIs</b>  1.1 Self-evaluation for self-improvement  3.2 Securing children's progress  3.3 Developing creativity and skills for life and learning  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion</p>	<p>HT complete Leadership of Early Learning through SCEL.</p> <p>Rationales for <b>play</b> and <b>observations</b> complete.</p> <p>Chronologies and child's plans used to identify needs and engage with parents and partners.</p> <p>Big book planning and planning in the moment formats developed and used.</p> <p>Learning Journals introduced.</p>	<p>Use ECERS-E to evaluate aspects of practice in nursery. Create rationales for interactions and environments. Use of HGIOELC to underpin self-evaluation activities. Welcome meetings to be held at start of session. This is idea shared at LEL course and would help staff capture background information on children.</p>

<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• <b>Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</b></li> <li>• <b>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</b></li> <li>• <b>How well are you removing barriers to learning and ensuring equity for all?</b></li> </ul>	<p>PEF used to provide 0.2 FTE teacher and identify two PEF leads from the teaching staff. This helped coordinate two key interventions to support a targeted group of children.</p> <p>Consultant employed for three days to support development of free-flow play in early years. Children in primary one have play opportunities which aid transition from nursery to primary. Almost all children are more settled to learn and engaging with lessons fully.</p> <p>0.6 Learning Assistant funded through PEF has allowed identified groups to complete interventions FastLane and Developing Number Knowledge. All pupils have recorded significant leaps in attainment in reading comprehension. One pupil made a two year improvement over the eight week intervention.</p> <p>Parental engagement officer post created. 0.2 teacher worked with parents to remove barriers to learning and support families. Friday drop-ins and home visits took place on Fridays throughout the year. Particular children received support with wellbeing and emotion works and this has been successful in providing time and space for families to explore issues. Sign posting and involvement of partner agencies was also part of this remit. This member of staff has extensive experience of inclusion support and through effective working with class teachers, she tailored her work to match individual needs. Feedback from surveys indicates that this post was highly valued by the parents who engaged with it. Feedback from staff indicates that overall wellbeing improved for staff and pupils.</p> <p>Leckie&amp;Leckie maths scheme was purchased and is being introduced throughout the school. Pupils have engaged with the resource very positively. Teachers report higher levels of engagement with the activities and questions. Assessments and check ups help teachers gauge progress more specifically.</p> <p>Assessments for reading and maths purchased (e.g. PM Benchmarking) to identify specific gaps / barriers to progress for targeted group of learners.</p>	

--	--

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>The work undertaken to develop our new vision, values and aims for Locharbriggs Primary involved stages of review and consultation. The Head Teacher's vision was shared with parents and children in August 2018. This stated that Locharbriggs was to become one of the best schools in Dumfries and Galloway. What "one of the best schools" would be like was to be our shared vision. In September 2018 parents identified what our "best" school would look like, sound like and feel like. This informed the next stage of development and in January 2019 teaching staff engaged with five headline ideas— Teamwork, Individuality, Buzz, Relationships and at the centre Wellbeing. These are our core values and how we articulate and demonstrate these in practice is our next stage. Already, much of the improvement work echoes these core values. Primary six children are now organising a process to establish a new school motto which exemplifies our values.</p> <p>Making use of strengths within the staff team has ensured improvements. All staff engage positively with the implementation of changes</p>	<p>New graphic of school values to be shared at every assembly and displayed around the school.</p> <p>Primary 6 to run competition to agree new school motto which reflects the VVAs.</p>	<p>5</p> <p>7</p>

	<p>and all teachers have assumed leadership responsibilities. These include the development of free-flow play in the early years, LAC Champion, Bereavement Champion, Rights Respecting Schools. Staff Wellbeing Champion, Raising Attainment, PEF leads, SNSA training, outdoor learning, after school clubs, Developing Number Knowledge implementation and assessments, expressive arts programmes, residential trips, transition projects, parental engagement and more. The amount of development work undertaken is significant and reflective of the enthusiasm and potential at the heart of the staff team.</p> <p>The Pupil Council is leading the Rights Respecting Schools project. The RRS Bronze Award was achieved in September 2018 and we are currently progressing the action plan to achieve silver. Dumfries Rotary Club supported the school's introduction of RotaKids in October 2018 and twenty children have been involved in a number of activities including the RotaKids Rally in Livingston in February 2019. The creation of a Justice Squad has seen twenty children contributing to the wellbeing work of the school. This is supported by a local councillor and the playground supervisor.</p> <p>Learning Assistants are deployed to support learning and have been removed from behaviour support roles. Clear expectations of around behaviour and conduct have helped children meet the expectations. There is no longer a requirement for Learning Assistants to support behaviour.</p>	<p>Staff wellbeing questionnaires indicate that while staff have valued having a say in decision making, there has been a large amount of development work undertaken and time must be given to embed this work. The pace of implementation has been demanding and staff should not be faced with too many new developments until this session's initiatives are more fully realized. Establishing a culture of coaching within Locharbriggs will be a next step which supports implementation of recent changes.</p> <p>While Ashley takes maternity leave, Kirstin will continue the development of RRS. Kirstin attended training for this in March 2019.</p> <p>The Justice Squad have identified six measures to be used later in this session. These are designed to gauge pupil wellbeing and reflect Theme 1 of HGIourS. The children have changed SAFE to PROETCTED and LOOKED AFTER. The surveys and questionnaires will generate data for staff to interpret in May/June 2019.</p> <p>Learning assistants delivering the RWI sessions require coaching from HT. HT attended training in February 2019 and will act as Reader Leader, carrying out assessments and supporting delivery.</p>	
--	--	---	--

	<p>Volunteers have received an induction from the Head Teacher, training specific to their role from the ASL teacher and an evaluation session. Their contribution is invaluable and helps to create the “buzz” in our school—one of our core values. Evaluative comments from volunteers in February 2019 provided qualitative feedback :</p> <p>“the welcome from the school is wonderful, from the Head Teacher to every pupil”  “politeness and good manners are evident”  “I enjoy meeting the children—the kids are fab”</p> <p>The school’s Parent Engagement Officer is running drop-in sessions on Fridays and has established a PIN group within the school. This includes training for parents. The officer has produced an evaluation form for parents. Children with additional support needs are better understood and strategies deployed help them experience success and reach their potential.</p> <p>A new rationale for observations was created in the nursery. Professional reading underpins development work with the nursery team and the Head Teacher has attended Leadership of Early Learning training offered by SCEL. A new rationale for play-based learning was created with new planning format for staff to ensure that play is purposeful and progressive. Heads2Gether Consultant has supported the development of play in the early years.</p>	<p>Termly “check-ins” with volunteers to be scheduled in diary for next session. This provides an opportunity to address training needs and recognize the valued input from our volunteers.</p> <p>Results from evaluation activities to be shared.</p> <p>Rationale for observations to be embedded and links to be made with new rationales for interactions, play and environments. HT attendance at SCEL training Leadership of Early Learning will continue and coupled with professional reading, should provide for practitioners a bridge between theory and practice in our early years classes.</p> <p>Mr. Petrie will visit again in May 2019.</p>	
--	---	---	--

<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>Teachers' Planning Folders have been revised and contextualised planning formats introduced. Classroom observations and monitoring of jotters is planned for and the data collected informs our changes to practice. A Feedback Policy and change to jotter ordering is the result of recent sampling. Observations of teaching have focussed on differentiation and AifL practice.</p> <p>A new Learning and Teaching policy was introduced in March 2019 to provide teachers with the key principles of AifL and HOTS.</p> <p>Classroom observations are based on an updated pro forma which includes prompts and key foci.</p> <p>Mr. McNay attended Scholar training on interpreting the data from SNSA. In January 2019 Mr. McNay delivered training in school for teachers.</p> <p>Digital technologies are used to enhance learning. Teachers attended Barefoot Computing training led by RAISE in March 2019. Primary three created computer games related to their class topic and presented these to the whole school and parents. Other classes are using 2SimpleDIY software to similarly incorporate digital technologies.</p>	<p>The Feedback policy has been discussed at SLT level and for teachers to have ownership there needs to be a CAT session dedicated to feedback. Scheduled for next session.</p> <p>We are behind with this. Barry has it in draft form but must add the Feedback protocols which are still to be agreed. This becomes part of SIP priority 3 for 2019/20 and we shall build this T&amp;L policy together.</p> <p>Mr. McNay will introduce Plickers in 2019/20. This requires purchase of new devices which can read QR codes.</p>	5

	<p>Feedback to support learning was examined in January's jotter sampling and an agreed format identifying best practice is to be created as part of the school's edit and feedback policy.</p> <p>Planning format introduced which identifies what is to be learned and assessed. Contextualised planning has been supported by Miss Nicoll and Mrs Lawrie. Staff have new planning folders.</p> <p>Planning in the early years includes a template for free-flow play. This is to ensure progression within the play opportunities.</p> <p>A calendar of assessments and data entry points has been created. Head Teacher and Class Teacher review assessments during termly raising attainment meetings.</p> <p>Where children have additional needs or are identified as LAC, Young Carers or living with financial difficulties, we have additional tracking systems. IEPs and Child's Plans are established for a number of children.</p> <p>The ethos of the school reflects our commitment to children's rights through the delivery of Rights Respecting Schools. Miss Scott attended training in Stirling in September 2018 and an additional member of staff, Mrs. Jardine will attend RRS training in March 2019 as part of our succession planning. Assemblies have a RRS focus with new articles introduced weekly.</p>	<p>Scheduled next session.</p> <p>Early Years staff have met with HT to finalise the Planning for Play format. A further meeting is required to link the planner to the setting. Settings to be developed gradually. This will be in term 4. It is recognized that our changes to practice in the early years are quite profound and will require support from management. For this reason, Play in Primaries 1 and 2 should become a SIP priority for 2019/20. We are also considering the addition of an EYP in infant classes – funded through PEF.</p> <p>We expect a new ASL teacher and therefore Debbie will create a handover package which outlines target pupils, assessments and interventions. 13/05/19 scheduled for initial discussion between ASL teacher and HT. 10 Child's Plans identified for next</p>	
--	---	---	--

	<p>Relationships has been identified as a core value in the recent review of VVA. Soft starts have been introduced to allow teachers time to talk with children each day.</p> <p>With changes to some programmes of work and teachers planning in teams (collaborative planning meetings) our children are engaged and motivated during activities. This is supported by skilled Learning Assistants and a group of volunteers so that pockets of purposeful activity can be observed around the school. This “buzz” in the school is captured as a core value for Locharbriggs.</p> <p>Children’s views are sought on a range of issues and they know that they can influence change. Our groups are Eco-Committee, RotaKids, Podcast Team, Justice Squad and Pupil Council.</p> <p>Prim Ed has been introduced to address gaps in reading comprehension across the school. Learning Assistants and Teachers are using Higher Order Thinking Skills questions and <i>Blooms Buttons</i> to promote better understanding of what children read. A leaflet for parents on HOTS was sent out in January 2019.</p> <p>IEPs and child-friendly targets are set and agreed with class teachers and the involvement of parents is a strength.</p> <p>Chronologies are maintained for nursery children to illustrate progression in learning. Learning Journals adopted in October 2018 to</p>	<p>session.</p> <p>Mrs Jardine will give 2 days a month ensuring the pace is maintained towards the silver award.</p> <p>RRS will be theme at future Family Challenge event and a day of special activities highlighting articles from UNCRC for all children is planned in term 3. Miss Scott has used this as a small test of change and her collated data is to be reviewed at the end of term 3.</p>	
--	---	--	--

	<p>electronically capture observations and share directly with parents and carers. A workshop for parents was held in January 2019 and further training for staff is planned for term three.</p> <p>AifL refresher training for all teachers provided by Education Officer.</p> <p>A Family Conference model was adopted in November 2018 and while parental feedback was very positive, staff evaluations have led the team to rethink the calendar for reporting. A working group consisting of three teachers has engaged with other schools and gathered ideas to improve our reporting and consulting with parents.</p> <p>Outdoor Learning and specifically Fire Building training was provided by Grounds for Learning in February 2019. The nursery children benefit from the large school grounds. The nature garden is being developed by RotaKids and the Dumfries Rotary Club and the school has secured £2000 funding towards outdoor learning from the Tesco Bags of Help campaign. The nursery has developed a new adventure garden with water play, willow reading den and a tunnel. The school has new equipment for outdoor learning which includes a Kelly Kettle and a bird box with a camera. Waterproof trousers for every child were gifted by local business in November 2018.</p>	<p>2 ipads purchased for this.</p> <p>Focus on Formative Assessment to continue next session with 4 CAT nights.</p> <p>Observations of L&amp;T focused on AifL in term 3. Peer observations should now be planned for next session so that AifL focus is maintained. Introduction of new L&amp;T Policy scheduled for May 2019.</p> <p>Working group has presented ideas for next session's calendar of formal points of communication with parents i.e meet the teacher event, target setting, written reports and conferences. The calendar for reporting has been shared with Parent Council (May 2019). Discussion around format of report is</p>	
--	--	---	--

	<p>While we abandoned the prescriptive model of Maths Makes Sense because we did not want to be resource driven, a need to differentiate within a maths topic and a level was identified. Following consultation and review of maths resources, we procured new maths textbooks from Leckie &amp; Leckie in December 2018.</p> <p>A new moderation strategy for the cluster has been developed and the Head Teacher leads a working group of teachers from different schools and in partnership with our local QAMSO.</p>	<p>needed next session and a group of parents will help shape this.</p> <p>Development of outdoor play for P1 &amp; P2 is priority for term 4.</p> <p>New hooks to be installed in infant cloakroom to hold waterproofs.</p> <p>Bird box camera needs wifi. Introduction of CDT in nursery and primary one.</p> <p>Staff agreed to begin using new textbooks in term 4. Primary 5 have started already.</p> <p>Moderation strategy to be agreed by Cluster heads. Barry led working group 21/03/19 and draft document completed. The focus is on literacy and the aim is to establish Professional Dialogue Groups on 13/05/19 Cluster CAT.</p>	
--	---	---	--

<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>	<p>A review of Vision, Values and Aims puts relationships and wellbeing at the heart of our work.</p> <p>0.2 Principal Teacher funded through PEF has allowed delivery of Rights, Respecting Schools for all stages. This member of the team accessed RRS Training in September 2018. The Bronze Award was achieved in October 2018. An additional member of staff attended RRS training on 7<sup>th</sup> March 2019. Work towards the Silver Award includes new articles of United Nations Convention on the Rights of the Child being explored at weekly assemblies. All staff have a good understanding of the Rights of the Child and all children have increased awareness of their Rights. Class Charters are negotiated with pupils and teachers and displayed in all classes.</p> <p>Emotion Works has been introduced throughout the school by new principal teacher Miss Scott. This has shaped our use of restorative conversations following most incidents.</p> <p>A new <i>Promoting Positive Behaviour policy</i> has been created with staff and a plain speaking version has been shared with parents and carers.</p> <p>Exclusions have significantly reduced. From August to February 2019 compared with the</p>	<p>Graphic designer has reimagined the presentation of VVA and this is being shared at assemblies and in poster form around the school.</p> <p>Mrs Jardine will continue the RRS work when Miss Scott takes maternity leave. Class charters are the next step.</p> <p>Hard copies of the policy to be held in Teachers' Planning folders. Email parents with electronic version. Also send unacceptable language policy.</p>	4

	<p>same period last year, exclusions have reduced by 90%.</p> <p>The number of accidents / incidents reported for the same period last year have halved. Children have been permitted to play on the field through the winter months and water proof trousers have been purchased to support this outdoor play. Loose parts play has been introduced. A new playground supervisor was appointed in May 2018. The Head Teacher introduced supported playtimes for a target group of children. Two football pitches have been set up with new goal posts and nets. In January 2019, Restorative Conversations were introduced. Pupil evaluations tell us that after a Restorative Conversation almost all children strongly agree that restorative conversations were helpful; all children strongly agree that they have been listened to and almost all children feel that this approach will enable them to avoid repeat behaviours. This reflects our core values around relationships, wellbeing and teamwork. Learning Assistants support playtimes. First Aid arrangements have been revised enabling adults at the scene to provide initial care. Recording, reporting and analyzing incidents and accidents allows us to spot patterns and amend provision accordingly. A downward trend in terms of number of incidents is captured through this data collection with only one spike in February 2019. This however still shows a significant reduction compared with February 2018. Twenty incidents in February 2018 and ten incidents in February 2019. The average number of monthly incidents for this</p>	<p>Continue to collate monthly reports, noting patterns.</p> <p>Continue to collate the evaluations from Restorative Conversations.</p> <p>Storage of medicines has been looked at and the locked drawer has been tidied so that items can be accessed more easily.</p>	
--	---	---	--

	<p>academic session is seven. These improvements in terms of safer and happier playtimes impact upon class time as children return after breaks better able to settle and learn.</p> <p>Our school's Care Experienced Champion was established in January 2019. New tracking of achievement and participation has been introduced by principal teacher Mrs. Hall.</p> <p>Tree of Knowledge workshops were provided for parents after school on 16th September 2018. This allowed us to explore Growth Mindsets and our vision for Locharbriggs Primary. Feedback from all parents in attendance (17 parents and carers, 3 members of school staff and Vanessa Morris D&amp;G's Parental Engagement Officer) was extremely positive. Some of this work and feedback was captured on film and shared with the wider community via social media. Teaching staff attended a Saturday morning workshop led by Tree of Knowledge. All staff agreed that the workshop was inspiring and staff wellbeing was put at the forefront of our school improvement work.</p> <p>The lunch hall was noisy and led to incidents of unsafe behaviours. In October 2018, our new Cook introduced two sittings for lunch based on Houses. The positive impact was immediate and the lunchtimes are now calm and safe. In January 2019, two primary 7 boys carried out a survey and presented their proposal for change to the Head Teacher. We</p>	<p>Mrs. Hall is creating a resource pack for practitioners with a summary of protocols for our school.</p> <p>Following the changes introduced in term 3, evaluate impact by discussing issues with kitchen staff and the children. Use the two P7 boys again to gather this information – invite them to organize interviews with</p>	
--	--	--	--



	<p>teachers have a better understanding of the wellbeing indicators.</p> <p>A Children's and Young People's Improvement Collaborative was established in September 2018 and has worked together since then to create a driver diagram.</p> <p>This has involved colleagues from Speech and Language Therapy, NHS, CAMHS, members of the school management team as well as the Lady Provost of Dumfries and parents.</p> <p>Soft starts were introduced as a result of the CYPIC, with most classes having dedicated time to play together and speak with the class teacher. This is underpinned by our core values Relationships, Wellbeing, Buzz and Teamwork.</p> <p>From this CYPIC spawned the idea of a school Justice Squad. This involves twenty children and three adults. Identifying what safe and valued means for the children was the first goal followed by agreeing ways to measure impact and levels of wellbeing (feeling safe and valued).</p> <p>The Head Teacher attended Respect for All training on 20/02/19 which was led by Charlie Gracie from RespectMe. This has informed new anti-bullying guidelines for the school and a new policy being introduced in April 2019.</p> <p>As part of the school's anti-poverty strategy, a Hardship Fund has been created thanks to funding from the JMA Trust. Financial assistance is given where more than one sibling is attending an excursion and families can apply for support as required.</p>	<p>Justice Squad suggests that we use PROTECTED and LOOKED AFTER instead of safe. Safe as a term was seen as problematic as it means different things to different people. Justice Squad now need to carry out their measures. This includes letters to parents, smile counts, surveys etc.</p> <p>Shape final version with staff and email out to parents. Capture all the wellbeing developments under the banner of a Positive Relationships Policy. (see priority 2 in 2019/20)</p>	
--	--	---	--

	<p>Most children feel safe, valued, included and respected. We have worked to establish positive relationships within the school and adopt nurturing approaches at all stages. The restorative approaches we use consistently, allow our children displaying distressed behaviours opportunities to be listened to and consider triggers, sensations, behaviours, consequences and impact on others. This stems from the Emotion Works model and has resulted in de-escalation and support for all children. We believe that all behaviour is communication and by avoiding shaming children we ensure that their dignity is intact and return to class and learning is facilitated. Recognition boards, fantastic walking, meet and greet and restorative conversations are all part of the package we deliver to improve our school. This stems from professional reading and staff development sessions. Teachers have been proactive in adopting such approaches and much of what we do builds upon the already well established practice. Child's Plans always include parents and often include children so that partnership working is at its best. These are regularly reviewed and shared with teaching staff and learning assistants.</p> <p>All staff have an increased awareness of the United Nations Convention on the Rights of the Child and new articles are introduced at every weekly assembly. All staff comply with statutory requirements and codes of practice. Pastoral notes and Child Protection procedures are clear. There is a very good level of information sharing with daily staff</p>	<p>Recognition boards are not being used consistently and the whole school recognition board lacks clarity. Staff to contribute to shaping this and a decision to be made whether we adopt, adapt or abandon this initiative.</p>	
--	---	---	--

	<p>meetings at 8.30am, Health and Safety Newsletters and all staff feeling able to discuss matters with management as they arise.</p> <p>Staff wellbeing is crucial to the operational priorities of the school. The Staff Wellbeing Champion and PEF Wellbeing Teacher have arranged activities to promote staff wellbeing including an eight week mindfulness programme. An evaluation of staff wellbeing has been carried out by the Wellbeing Champion in March 2019. The positive impact of changes within the school are evidenced in this recent survey . 93% feel their work is valued. 100% agree that colleagues cooperate well, 86% feel that management will listen to their concerns. To ensure inclusion and equality, classroom observations have focussed on differentiation. Nursery observations are underpinned by a rationale which views children as capable and competent.</p> <p>The creation of a Wellbeing Room within the school was initially established to support targeted individuals. Interventions were successful and this provision is no longer required.</p> <p>The school is significantly more settled and calm. One of our values is based on the “buzz” felt within the school. This reflects the levels of purposeful activity observed and a peer evaluation team visited the school in January 2019. Head Teacher colleagues from across Scotland (Columba 1400 graduates) visited classes and supported the school’s</p>	<p>Evaluation complete and key messages are around the poor state of our setting and a need to consolidate the development work undertaken this year.</p> <p>This rationale will be linked with rationales for interactions, environments and play.</p> <p>Staff need to address the question of whether there remains a need for the Wellbeing Room.</p>	
--	---	---	--

	<p>evaluation work. The D&amp;G Director of CYPLL joined the team and agreed that there was a new buzz in the school as “an energy and shared intent” was evident.</p>		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners’ achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children’s progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children’s progress over time</i></li> <li>• <i>Overall quality of children’s achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>Continuous improvement is ensured through the calendar of monitoring and tracking which marks out clear data entry points in the school year. The tracking of achievement spreadsheet follows each cohort through early, first and second levels. As well as the Scottish National Standardised Assessments at Primaries 1, 4 and 7 and assessments for children with additional support needs we have established a programme of universal assessments : Writing in September, January and April; Spelling in March; Numeracy in October and April; Reading in October and April; Talking and Listening in October and April.</p> <p>Pupil Equity Funding has been used to create 0.4 Principal Teacher post with a remit for raising attainment in literacy and numeracy. This development work has been led by Mrs. Lawrie.</p> <p>New progression pathways have been created for Literacy and Numeracy. Key learning is identified within levels helping teachers to</p>	<p>Maintain</p> <p>It is expected that we lose Mrs. Lawrie next session. To ensure that we maintain the support for children, a handover package will be created. This will outline the baseline assessments and interventions used as well as targeted group lists.</p>	<p>4</p>

	<p>differentiate by task, resources, support and expectations.</p> <p>FastLane is a reading comprehension intervention and results from the first cohort completing an eight week block of support suggest that there are significant gains to be had by all pupils involved. P4 girl saw a gain of 21 months in reading comprehension over 12 week intervention. P7 boy saw a gain of 32 months in his reading age. This is supported by our Learning Assistants, all of whom have been removed from behaviour support roles to exclusively learning and teaching roles. Mrs. Lawrie has trained, timetabled and supported four Learning Assistants and eight volunteers in our school.</p> <p>PM Benchmarking is used more readily by teachers with Mrs. Lawrie taking a lead and supporting / feeding back to staff. Clear interventions are being deployed; for example, Developing Number Knowledge, FastLane and Sound Reading System. Interventions also include Read Write Inc and Maths Recovery. Two teachers have been trained in Developing Number Knowledge.</p> <p>The Single Word Spelling Test is being used with every child.</p> <p>The school's monitoring and tracking system is established. This is being used in raising attainment meetings between Head Teacher and Class Teachers. The children with Free Meal Entitlement are high attainers. All class teachers capture data for individual children.</p>	<p>Ensure robust handover to new ASL teacher.</p> <p>Ensure robust handover to new ASL teacher.</p> <p>Continue to pilot the D&amp;G Progress and</p>	
--	---	---	--

	<p>Child's Plans meetings are very effective in monitoring and tracking aspects of achievement and wellbeing for individual children.</p> <p>Read, Write Inc. and training of Reader Leaders in March 2019 directly links assessment data to learning experiences and next steps for all children in primaries one and two. Learning Assistants and Early Years teachers are delivering RWI systematically. The ASL teacher and Head Teacher carry out RWI assessments of primary one and two children.</p> <p>A Moderation of Writing Wall has been created to share achievement of a level information with teachers, parents and pupils.</p> <p>Targeted children benefit from Pupil Equity Funding and two teachers have time each week to work on specific areas with pupils with ACES.</p> <p>Efforts are aimed at raising the school's profile by attending local and regional events. This year we have seen Locharbriggs represented for the first time at the Regional Gymnastics Competition, Dumfries and District Music Festival, The Speech Making competition and the Dumfries Rotarians' Lunch. We have entered Football Festivals, Netball competitions and Rugby Festivals with new school strips. A programme of outdoor challenges for primary seven pupils has included orienteering, mountain biking, climbing Criffel (our highest peak) and</p>	<p>Acheivement Tracker within SEEMIS</p> <p>Mrs Gordon continues to develop this and will capture more recent pieces of writing.</p> <p>Continue next session. The significant reduction to staffing compliment will impact on our capacity to do this. Consider use of existing volunteers in school and parents.</p> <p>D&amp;G budget savings include the closure of Carlingwark Outdoor Centre and the</p>	
--	---	--	--

	<p>canoeing, kayaking and sailing is planned for the summer term. Raising the profile of the school and building a greater sense of achievement for all is recognised as a positive change by parents and the wider community. Head Teacher's Afternoon Tea, Family Challenge Events including evening sessions with Creative Builders Workshop, open afternoons and class led assemblies. RotaKids have helped achieve this goal too, Go Getters offers certification for primary sevens. The Primary 7 Profile has been changed to an online blog which allows children to update their reflections on a regular basis.</p>	<p>Outdoor Staff Team. We will struggle to offer similar provision at the same price. We anticipate an end to these opportunities for our senior pupils.</p>	
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Introduction of key learning steps within the New Literacy and Numeracy programmes of work at early to second levels gives teachers and pupils clear success criteria within a level. The impact of this includes helping staff to shape their judgements of achievement of a level.</p> <p>New forward planning folders established with contextualised planners incorporating pupil line of inquiry, rich tasks and celebrations of learning.</p>	<p>Time to be given to allow teachers to embed new practices and paperwork. Continue to support collaborative planning by HT meeting small teams of teachers, discussing and moderating planning.</p>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving</b></p>	<p>Parents are an integral part of the school's raising attainment agenda. Drop-ins led by a Parental Engagement Officer. PIN group set up in school.</p>	<p>The role of Parent Engagement Officer will cease next session. PEF will be targeted differently, however, there will be opportunities to buy in Isabel Little for bespoke inputs and workshops with parents. Mental Health will feature in SIP 2019/20 and there will be scope to organise workshops</p>	

<p><b>children and young people's learning.</b></p>	<p>Workshops for parents including Tree of Knowledge and Learning Journals. Volunteers supporting learning on a regular basis. Family Conference model introduced in November 2018. Family Challenge Events. Afternoon Tea with the Head Teacher involves around twenty parents on a regular basis. Active support of the Parent Council. Learning Journals provides a platform for parents and carers to engage with staff observations of achievements. Child's Plans always include parents / carers. IEP targets shared with parents and reviewed systematically. Plain speaking versions provided. Assemblies where parents are invited to attend – e.g. Remembrance Day and Harvest Festival events. Facebook page used to share success stories and involve parents. Communication jotters and emails from Head Teacher where there are specific concerns. Consultations with families around changes. E.g. new school uniform.</p> <p>The impact for children is clear. School and home working together in partnership. Children enjoy opportunities to showcase their learning and have a real audience to present their achievements. Celebrations of learning conclude class topics and often involve parents. The CYPIC improvements involve parents and members of the community.</p>	<p>for parents building upon the positive relationships established this year.</p> <p>Maintain HT's afternoon tea events. Change to smaller scale events without inviting parents but continue to invite special guests to speak with the children.</p> <p>A calendar of assemblies led by classes will be established similar to the current programme.</p> <p>Purchase of Fischy Music to provide more opportunities for singing.</p> <p>As teachers plan using the Contextualised Planner, opportunities to celebrate learning will be considered. This will sometimes include an invitation to parents and carers to see the children showcase an aspect of their learning.</p> <p>We have learned about improvement science models through CYPIC experience. While the current CYPIC</p>
---	---	---

		concludes in term 4 there will be opportunities to establish new groups working in similar ways.
--	--	--

### 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 )
<b>School Priority 1</b>  <b>NIF Priority</b>  <b>NIF Driver</b>  <b>HGIOS?4 / HGIOELC QIs</b>	<p>Children in primaries 1 and 2 will have opportunities to experience child-led play. This will develop soft skills as well as covering experiences and outcomes. The progression within play will be planned for and supported so that children have ownership of their lines of inquiry. Empowered learners with a clear readiness to learn will be our outcome.</p>	<p>Employ EYP in primaries 1 and 2.</p> <p>Support the development of a play-based environment through CAT nights, professional dialogue, professional reading and attending training.</p> <p>Create overarching strategy for play-based learning which encompasses the policy developments; play-based learning, environments, interactions and observations.</p> <p>Develop the outdoor space for primaries 1 and 2. This will feature open-ended materials and new resources e.g. mud kitchens, model bus, large weighing scales, sand pit and wooden house.</p>	<p>CAT nights for early years practitioners to further develop the classroom environment conducive to play.</p> <p>PEF £17,039 to create EYP post for primary 1 and 2. This is to support the setting up and evaluation of play-based approaches as well as scaffolding play and engaging in sustained shared thinking with learners.</p> <p>BM responsible for leading CAT nights.</p>

<p><b>School Priority 2</b></p> <p><b>NIF Priority</b></p> <p><b>NIF Driver</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p>Wellbeing Connections made explicit and clear for learners and parents under the banner <b>relationship rich school</b>. Awareness and understanding of a school <b>Positive Relationships Policy</b> will bring together the wellbeing projects started in 2018/19: Nurture, Restorative Practice and Inclusion. An awareness of mental health, sleep and nutrition, anxiety and resilience will be added to the suite of interventions.</p>	<p>Create a graphic to show connections between the school's work to improve wellbeing. This will capture rationales and procedures for the following: Restorative practices Anti-bullying and Respect Me Staff Wellbeing Mental Health First Aid Justice Squad and HGlourS? Coaching Emotion Works Rights Respecting Schools Behaviour Management policy Inappropriate Language policy</p> <p>Develop our approaches to mental health first aid through engagement with CAMHS worker, Sleep Scotland, Play Scotland, Outdoor Learning, Coaching and the role of the Arts within the curriculum.</p> <p>Miss Muir to attend authority training for staff mental health first aid.</p>	<p>BM leading To be completed by December 2019</p> <p>CAMHS Lynda will work with school, workshops for parents on anxiety (September '19 to May 2020)</p> <p>PEF to buy Isabel Little for two workshops with parents on sleep (October 2019)</p> <p>Lyndsey Muir to be Mental Health First Aider and Staff Wellbeing lead.</p> <p>Martin McGeary to work with Justice Squad collating data around feeling looked after in school.</p>
---	--	---	---

<p><b>School Priority 3</b></p> <p><b>NIF Priority</b></p> <p><b>NIF Driver</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p>Raising Attainment / Closing the poverty related attainment gap. Embed current Raising Attainment initiatives e.g. FastLane and Developing Number Knowledge as well as Read Write Inc. Reader Leader role. Embed the progression pathways and new Maths scheme.</p> <p>Children will become familiar with consistent approaches to teaching and learning throughout the school e.g. HOTS and feedback from teachers.</p> <p>Children and parents will have better access to progress and attainment information. School report will be sent out earlier in the year, giving children and parents more time to address any issues. Currently, reports are sent out in May.</p>	<p>Create new Teaching &amp; Learning policy to bring together AifL approaches; curriculum pathways; ASL; Feedback; HOTS. Build this T&amp;L policy together as a team.</p> <p>Formative assessment approaches to be agreed. Teachers working in groups to create a graphic for each of the five AifL approaches.</p> <p>Within the school's attainment tracker, highlight the children that attract the PEF so that impact of PEF is at the fore.</p> <p>PEF leads to use Data Dashboard in Run Chart Maker from Adam Smith to highlight impact for FSME pupils.</p> <p>A new calendar of reporting to parents has been created giving families a termly point of contact. The format of the report and types of information shared is to be explored by parents and staff next session.</p>	<p>Miss Dixon to become Reader Leader and carry out assessments. (August 2019)</p> <p>Teaching staff to explore AifL approaches in small groups and share with each other and parents principles and strategies via a graphic. 4 CAT nights for this work starting in September 2019.</p> <p>Attainment meetings between HT and Class Teacher to include a focus on FSME pupils. Termly meetings to be held.</p> <p>Martin McGeary to work with PEF leads as they capture attainment data and monitor progress / impact of interventions.</p> <p>Parent Council and teachers to revise the report format, agreeing the type of information to be shared.</p>
---	--	---	--

--	--	--	--