

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

School: Lockerbie Primary

Date: May 2019

## 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims

### School Statement

As we continue with the 2-18 pilot, reviewing our vision, values and aims will be a major focus for the whole campus. Lockerbie Academy reviewed their VVA this session and this provides an excellent opportunity to look at key themes and consistent messages across the campus.

This session we started with a review of our Positive Behaviour Policy which will be renamed our Better Relationships, Better Behaviour, Better Learning statement.

We will look at VVA in session 2019-20 to decide what of the new Academy statement is appropriate for the Primary/Nursery/LC and move forward from there. In future, after years of working together, we will be in a stronger position to create a united, joint set of VVA

### **Review Date: Current**

**Review Activities (as appropriate)** – all staff have been involved in reviewing the above policy, which sets the tone for much of the thinking /context into which VVA sits

*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: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate</b> <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p><b>School Priority 1</b> <b>Implement Maths Recovery in all classes</b> <b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy</b> <b>NIF Driver</b> <b>School improvement</b> <b>HGIOS?4 / HGIOELC QIs</b> <b>2.3 Learning, teaching and assessment</b> <b>3.2 raising attainment and achievement</b></p>	<p>Peer observations November 2018 and March 2019. DHT collated feedback. November- Main strengths were that some staff were using maths recovery strategies and maths recovery resources.</p> <p>March- Main strengths were pupils having "thinking time", pupils engaged in learning and pupils having opportunities for discussion and reflection.</p> <p>P5 class are using Maths rotation activities one afternoon each week. The class teacher has reported that the children love this organisation of maths learning and the children are engaged and like having a quality teaching focus time with her. The teacher leads differentiated "maths recovery" group activities.</p> <p>P2/3 class teacher has been very committed to her professional development in the use of maths recovery. She has attended "Developing Number Knowledge" training at Lockerbie Primary, and further training on Closing the numeracy gap. Teacher wants to continue CPD, no significant impact on her class as yet.</p> <p>All staff have a class set of maths recovery resources, plus additional resources teachers requested. Class teachers communicate they are not confident in their use of these resources and wished to see a demonstration of the maths recovery resources in action. ASFLT not available to do this. Excellence and Equity group directed DHT to online videos of the resources being used, and these were used for demonstration purposes. Some video demonstrations linked to activities that are in the "Teaching Number in the Classroom" book; all staff have a copy of these books.</p> <p>All staff have attended some sort of Maths recovery training (inset, school and CPD). Most recent five members of our staff attended "Developing Number Knowledge" training at Lockerbie Primary, led by Excellence and Equity local authority group. "DNK" reflects Maths Recovery approach. At a collegiate DHT did some work on the teaching and learning cycle, and shared with staff information from "DNK" training; framework for numeracy (early and first level) and key assessment questions (early and first level). Both work alongside one another, allowing pupils to progress through the framework for learning phases and across each line of progression.</p> <p>Following this staff were able to use this framework and their maths recovery resources to find out how to plan differentiated activities for phase 3, 4, and 5 for "number knowledge".</p>	<p>Class teachers to develop their use of questioning, reflecting HOTS and to consider how activities could be adapted so they could be used at the different stages of learning.</p> <p>Would be useful for other teachers to observe this organisation of maths activities.</p> <p>P2/3 teacher has made plans to observe a colleague in Noblehill Primary where Maths recovery is being used in class (term 4 2019).</p> <p>Class Teachers want further time to plan in stages using Maths recovery approach. Some class teachers would like support with how to organise and manage maths recovery delivery in their lessons- they feel this is a challenge, especially without LA support. Confident teacher to demonstrate their use of Maths recovery resources.</p> <p>Class Teachers need further protected quality time to further develop their knowledge and skills, and to study and implement the framework for numeracy and key assessment questions, time particularly needed for the initial assessments with pupils and groups. Member of Excellence and equity group who led training at our school suggested that to implement Maths Recovery approach most effectively as a whole school we would be required to put LAs in to help with the initial assessment of pupils, need PEF to buy in supply staff to allow CTS to develop and implement, and we need development to start at P1 stage and then</p>

	<p>Collegiate time used to discuss strengths and action points from November 2018 peer observations and staff worked together to decide our next steps and development needs. A main strength was some classes are currently using HOTS and allowing pupils opportunities to work in pairs/groups to explain the strategies chosen and how they apply them. Teachers identified that we need maths activities to be as engaging as possible to motivate and challenge learners, and realise we need to be using more concrete materials; learning by doing rather than writing.</p> <p>Depute Head attended "Closing the numeracy gap" training looking at how to develop number structures within phase 2 (figurative stage). This training was shared with school staff at March 2019 collegiate; how to do assessment interview with child (pre and post activities), how to record achievement on intervention tracking map, and how to plan number knowledge activities using tutor notes and maths kit and resources (all accessible on Excellence and Equity group on GLOW).</p> <p>After October holiday 2018 no 0.25 Numeracy Teacher.</p>	<p>gradually progress through the school.</p> <p>LA support in class to support with differentiated groups. Teachers would like ASFLT to demonstrate how to use the class set of Maths recovery resources. Teachers would like more time to create Maths Recovery teaching resources and aids. Some teachers would like opportunities to visit other schools using Maths recovery approach. Opportunities for Class Teachers to share with one another what they have discovered about the maths recovery activities, and what has been adapted or changed along the way.</p> <p>Review of maths recovery resources- what is being/not being used, working/not working? Review of resources can only be done if Class Teachers are actually using the resources and this relies on them having more time allocated to developing their knowledge and skills in the use of Maths recovery.</p> <p>Purchase of red Maths Recovery books for second level teachers.</p> <p>Class teachers need further time to digest this info and develop and trial.</p>
<p><b>School Priority 2</b> <b>Better Relationships, Better Behaviour, Better Learning</b> <b>NIF Priority</b> <b>Improvement in children and young people's health and wellbeing</b> <b>NIF Driver</b> <b>School improvement</b> <b>HGIOS?4 / HGIOELC Qlis</b> <b>3.1 Improving wellbeing, equality and inclusion</b></p>	<p>Our Better Relationships, Better Behaviour, Better Learning policy was written as a whole staff group this session, following the principles of Nurture Training and Solution Focused training which had been undertaken by almost all staff in the last two years as well as Restorative Approaches (Education Scotland) training undertaken last session by 3 members of staff. It also followed the contemporary work by Paul Dix "When the Adult Changes, Everything Changes" shared with teaching staff throughout this session. The draft policy was shared and discussed with a parent focus group and staff from Lockerbie Academy Reflection Room before being finalised and shared with all pupils at assemblies and with parents and the wider school community through our school Facebook page and newsletter. Some changes in school practice this session which have impacted very positively on pupils and staff include the development of two nurture groups, Restorative Approaches being introduced across the whole school, the use of the Reflection Room to support pupils and the introduction of a merit/ demerit system which is still at the early stages.</p> <p>Exclusions in the mainstream school have dropped significantly from 217 half days (14 pupils) in 17-18 to 12 half days (3 pupils) in 18-19 which is a reduction of almost 95%. The ability to use the Reflection Room for pupils to de-escalate, carry out restorative conversations and experience a safe place if they are distressed has been a major factor in this reduction. The development of nurture groups for pupils from P2-6 pupils has also helped a significant number of children to manage better within the mainstream environment with additional support in a structured and managed setting. Communication with class teachers and parents throughout the time of the nurture groups has been very effective. Feedback from parents of the children in nurture groups has been very positive and highlight "the chance to practice coping techniques" and being "reassured that there is someone there he can talk to in school and feels 'safe'" and that their child is "showing resilience and ... appears to be coping better in the school environment."</p> <p>Almost all teachers were trained in the principles and practice of using Restorative Approaches by the Acting DHT and a class teacher during the February InSet with support at the planning stages by a member of D&amp;G's Inclusion Team. This approach is now being integrated across the</p>	<p>Review impact of Restorative Approaches by class teachers and continue to develop staff confidence Small scale Growth Mindset project by teachers (JF, SFWM, JW) as part of Growth Mindset Champion training Change Golden Time to a more structured and focused skills development activity time across the different stages</p>

school with paperwork (In my eyes.../ Think sheet) to reflect the change in approach. The implementation of the Reflection Room and its use throughout the year clearly supports the principles of this restorative work, allowing class teachers to continue teaching while offering those pupils who need it the time to reflect. Class teachers have noted that the Reflection Room is "great in providing quality space and time" and "an effective tool to use for higher level behaviour. As the year progressed it has been used a lot less (which is a real positive)! Gives children a chance to reflect properly on behaviour. Children are also clear there are consequences to their behaviour. As a new teacher coming into the school, I found this really helpful."

Reported evaluations from the pupil jigsaws:

	Session 2017-18	Session 2018-19
I am happy at school.	78%	69%
I like learning.	68%	68%
I behave in school.	75%	73%
Other children behave in school.	33%	27%

In addition and further to the BRBBBL policy, our anti-bullying policy is in the process of being included following a staff training session for Named Persons led by Respect Me. This is being devised following workshops with P6 and P7 pupils and will be completed by the end of June 2019 as an appendix to the BRBBBL policy. As part of this, SMT are now using the Bullying and Equalities module on SEEMIS to record any incidents in order to better monitor the situation in school and provide appropriate interventions.

As part of the BRBBBL work, initial discussions on the development of the current Golden Time structure took place. This will be developed next session.

A nurture teacher was appointed through PEF funding for 0.25 from August 2018. By October it was identified that this nurture time should be increased to further benefit those pupils attending. At this point it was increased to 0.5 (mornings) for 6 P2 and P3 pupils. From mid December 2018 this was further increased to a full time nurture group for one pupil, with the others returning to their own classes (one with 1:1 support) in the afternoons and one other pupil joining the group for the afternoons. This was agreed through Children's Plans in a multiagency forum. The teacher appointed in the Reflection Room from June 2018 began supporting an afternoon nurture group for P5 and P6 pupils, again identified through Children's Plans and in consultation with their class teachers. This is currently in the process of transition back to class for almost all of these pupils. Again feedback from teaching staff has been extremely positive as we have been better able to meet these children's needs.....

- " \* is now working very well in class in the afternoons... and is very much part of the class, following the timetable - ICT, maths, daily mile, P.E, topic and contributes to discussions"
- " I would say nurture has had a huge impact on \*, she is now more mature and shows greater respect and understanding for her peers and the adults who work alongside her"
- " Very encouraging to see \* building relationships with his peers again"
- "it was very worthwhile spending a morning observing \* in nurture. This has had a huge impact on the learning and teaching and also the general ethos within the classroom"
- "nurture has had an impact with \* as she is able to focus in the morning and cope with the tasks but really struggled if she knew nurture wasn't happening. It gave her [what] she needed to cope with the expectations of school"
- "As far as I am concerned he is a different boy. He works well in class and rises to my expectation of him. His behaviour has drastically improved and he is now able to accept some responsibility for his actions. He will talk to me with a maturity I was not seeing previously. I genuinely believe \* has benefited from the group and we wouldn't

	<p>be seeing the confident, happy boy we are seeing without it”</p> <ul style="list-style-type: none"> <li>- “ improved listening skills and building relationships”</li> <li>- “Particularly improved friendships/cooperation with others and respect for school rules. They are much more willing to complete work now” .</li> </ul> <p>The end of year attendance last session was 94.3%. To end May 2019, attendance has increased slightly to 94.5 %</p> <p>Thus far this session, there has been one formal complaint received by the school. There were 5 last session</p>	
<p><b>School Priority 3</b>  <b>Improve consistency in learning and teaching across the school</b>  <b>NIF Priority</b>  <b>Improvement in attainment, particularly in literacy and numeracy</b>  <b>NIF Driver</b>  <b>School improvement</b>  <b>HGIOS?4 / HGIOELC Qis</b>  <b>2.3 Learning, teaching and assessment</b></p>	<ol style="list-style-type: none"> <li>1. Teaching staff have worked on some of the areas within the moderation cycle (Learning intentions and success criteria, evidence, feedback and learning and teaching, completed 14<sup>th</sup> May) to gain a better understanding of level and consistency across the school as this was an area flagged during a recent authority inspection. Teachers have engaged with the material and worked on the workshop activities provided by Education Scotland. Teaching staff have had the opportunity to discuss the areas worked on and engage with the evaluating questions in their stage groups (Early, First and Second).</li> <li>2. Moderation paperwork delivered to staff following on from the BGE authority moderation day. Teaching staff are aware of the paperwork that Education Scotland will want schools to use and this has been linked to planning and the requirements within the planning. Contents for planning folders completed and issued to staff. Many staff are planning online and this is shared in teacher's community so planners can be tweaked if stages are changed</li> <li>3. Peer observations of AifL strategies not completed due to Miss Fraser's absence for a term. This was given over to Math's Recovery</li> <li>4. Parents invited to number session in the family room on 15<sup>th</sup> May all parents invited not just those of P1 pupils</li> <li>5. Second level teachers have worked collaboratively to create and agree a new tracking and planning system for maths which it is hoped can be adapted and rolled out across the school from early to third level. The new system takes account of the new reporting system within Seemis but provides a very visual way of showing those who need challenged and supported. It will also provide accountability to make sure teachers are getting through the program of learning in a timely manner. The new system will also provide opportunity for reporting to parents to occur at various stages throughout the year depending on the class and stage. The new planning and tracking system will inform a new policy on learning, teaching and assessment with expectation of monitoring/tracking progress, program of study and layout clearly defined within the policy.                  The system has also begun development at second level for literacy and once again, it is hoped this can be rolled out across the school from early to first level, however, this is still in the development stage and not as advanced as the maths program.</li> </ol>	<ul style="list-style-type: none"> <li>• new tracking and planning system implemented for maths</li> <li>• development of tracking and planning for literacy</li> <li>• development of quality feedback linked to self, peer and adult assessment being taught and how to set targets related to feedback</li> <li>• maintaining records to help support/challenge children (accountability)</li> <li>• target sheets and reporting (school reports, parent meetings/conversations) taking parental views into account</li> <li>• develop positive relationships with parents/parent council where there is a supportive relationship on both sides using information evenings, social media, etc.</li> </ul>
<p><b>Nursery Priority 1</b>  <b>Rationale and Design</b>  <b>NIF Priority</b>  <b>Improvement in Attainment, particularly in literacy and numeracy.</b>  <b>NIF Driver</b>  <b>Teacher Professionalism</b></p>	<p>Staff are now meeting weekly to plan together. Staff are taking responsibility for planning for particular nursery areas, allowing non teaching staff to be more involved in the planning process. A member of the Early Years team has supported the development of these planning meetings and the development of planning and evaluating together. Staff meet every Monday to evaluate areas and plan next steps. Staff are enjoying having more responsibility and being able to take ownership of areas. The nursery teacher tracks the Es and OS covered each week.</p> <p>Nursery Teachers have a good relationship with speech and language staff and have regular contact and meetings. Speech and language staff recommended to our nursery teacher that she</p>	<p>Nursery teacher to invite EYSA and family learning co-ordinator and students to meetings. In term 4 meetings will be at end of day to ensure quality meeting time for staff. Early Years team to visit term 4 to continue to support with planning and to help us go forward with developing the way we assess and moderate.</p> <p>Phonics group to continue in term 4 until Summer. Nursery teachers to consult with</p>

<p><b>Parental Engagement</b></p> <p><b>HGIOELC 2.2 Curriculum</b></p>	<p>introduce a phonics group, which is now happening.</p> <p>Stay and Play sessions introduced with poor attendance by parents. We asked for feedback from parents at a parent's evening. Parents asked for the days to be rotated and also said it would help if they could bring siblings.</p> <p>As part of whole school parental involvement sessions we organised a "Big Play Day" in nursery, where parents were invited in to support their children develop their fine motor skills. Parents communicated that we offered an excellent range of activities. Other feedback we received was very positive, and said that both parents and children had fun, and the children loved having their parents there and the children loved learning to cut up vegetables.</p> <p>In other parent feedback they have told us the children love the jobs they get to do in nursery and enjoy the "loose parts" play.</p> <p>We encourage parents to be involved in their child's learning. We recently welcomed a dad in to the nursery to talk about his job while he was in the army; he brought in his uniform and medals to discuss with the children.</p> <p>Staff are always made aware of new guidance to support innovative and creative approaches to learning. "Loose parts play" has been developed and parent feedback has been positive, with parents contributing "items" for this.</p>	<p>speech and language staff when need arises.</p> <p>Now instead of weekly stay and play sessions we will have a monthly "Big Play Day"- with focused activities for parents and children to take part in.</p> <p>Future whole school World of Work week- invite parents to come in to nursery or pupils go out to place of work.</p> <p>All staff to take responsibility for sharing new guidance and policies to support the learning environment.</p>
<p><b>Nursery Priority 2</b></p> <p><b>Evidence Based Improvement</b></p> <p><b>NIF Priority</b></p> <p><b>Improvement in attainment particularly literacy and numeracy</b></p> <p><b>NIF Driver</b></p> <p><b>Parental engagement</b></p> <p><b>Performance Information</b></p> <p><b>Assessment of children's progress</b></p> <p><b>HGIOELC 1.1</b></p> <p><b>Self-evaluation for self-improvement</b></p>	<p>Depute Head has set up a monitoring programme. Any monitoring which is carried out is communicated with Nursery Teachers prior to the monitoring, giving date, time, focus and duration. Feedback is given and opportunity to discuss. Intention was to carry out monitoring fortnightly and to follow the proposed plan. Unfortunately time never allows for this due to daily challenges in school.</p> <p>We send out parent questionnaires twice yearly (similar to Care inspectorate questionnaire). We discuss feedback as a staff and respond to any queries and comments and concerns in our newsletters, and communicate any actions and next steps we have taken, e.g. we explained and communicated how we organise staffing as one parent said they thought we did not always have enough staff. We recently introduced a comment box on the questionnaire so parents could write comments to explain why they disagreed with a statement on the questionnaire. This has helped to get more quality information.</p> <p>At other times of the year we ask for feedback following events, including "settling in" questionnaire and "Big Play Day" evaluations. We have received positive comments about particular staff in our setting. Parents were recently invited in to observe and take part in Scottish Dancing, with a good attendance.</p> <p>Family Learning Co-ordinator organises regular activities including MacMillan Coffee am and "Five Currant Bun" afternoon.</p> <p>We have reviewed our pupil PLPs. We now have new tracking sheets for curricular areas, and sections for all curricular areas. Staff are now taking time to adjust to using these.</p> <p>Care plans are completed with parents, within 28 days of the children joining our setting.</p>	<p>Continue to plan a proposed plan and aim to monitor regularly.</p> <p>Continue to send parent questionnaire twice yearly.</p> <p>Continue to discuss any parent feedback as a whole staff at staff meetings.</p> <p>Continue to send out parent evaluation sheets on a regular basis.</p> <p>As children attend different days/sessions this can affect parent's attendance at events. We will continue to offer a variety of events on different days and times to try and accommodate all parents and carers.</p> <p>Nursery teacher is leading a staff meeting in term 4 to review the use of PLPs, particularly looking at the correct use of "I can" statements and quality of information rather than quantity.</p> <p>Nursery teachers are to organise a timetable to allow all staff to complete PLPs regularly with the pupils, rather than staff completing on their own at the end of a day/session.</p> <p>In future we would like to try and complete care plans with parents prior to children starting (induction visits?) to allow us to have relevant information about pupils prior to them starting.</p>

<p><b>Nursery Priority 3</b> <b>Effective use of assessment</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>NIF Driver</b> <b>Assessment of children's progress</b> <b>Parental engagement</b> <b>Our priorities</b></p> <p><b>HGIOELC 2.3</b> <b>Learning, Teaching and Assessment</b></p>	<p>Weekly planning meetings involving nursery teachers and nursery nurses are allowing staff to set and review targets. Member of the Early Years team has been supporting staff with this. This will continue to be developed further.</p> <p>Stay and Play sessions taking place, started off weekly and now to be monthly, with days varied and siblings welcome.</p> <p>We remind parents in newsletters that they can contribute to PLPs anytime that they are in nursery. At Parents evening and open events we invite parents to look at and contribute to PLPs. On induction days and care plan meetings we encourage parents to contribute to PLPs.</p>	<p>Early Years Team will continue to support with assessment of children's progress. Nursery teacher to organise and make available HOTS sheets for different nursery areas. To support accurate reporting correct use of "I can" statements in PLPs will be discussed at term 4 staff meeting. Staff to discuss and decide on HOTS key questions for nursery areas at planning meetings.</p> <p>Open door policy for parents to encourage them to contribute to PLPs at any time</p> <p>Nursery teachers to ensure information from Care plan meetings should inform targets in children's PLPs.</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>Without repeating the data in School Priority 2, the funding is from PEF for the staff members who are the key to the success of the Reflection Room and the Nurture approaches</p> <p>Initial data shows huge change. Our data is beginning to become more systematic, learning from Secondary Approaches. There will be a 2-18 PEF Team, led by a PT Pupil Support next session, directing the spend and strategy for next session.</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
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p>We are one year in to a 23 – month pilot, operating as a 2-18 campus. This is a major shift in the strategic management of the school. The final decision on the future of this way of working will be taken this coming session, following a full evaluation.</p> <p>We are working towards a shared ethos and culture – attempting to “grow together” in policy and practice, where relevant and helpful. We have not undertaken a joint VVA exercise as it felt premature to do so, before knowing the final outcome of the pilot.</p> <p>All staff are aware of our pilot and experience a wide spectrum of impact of the 2-18 journey. For some there is no change at all so far and for others it is significant.</p>	<p>Allow the scope of our 2-18 work to broaden out into curricular areas in the Secondary and a variety of classrooms/projects in the Primary.</p> <p>Evaluate the impact of the move to a 2-18 way of working.</p> <p>Continue to develop shared policy, procedures and approaches.</p> <p>The future of ELCC 1140 hours and nursery management will impact on this in the future but not this session.</p>	4
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring.</li> </ul>	<p>We have begun to develop a new approach to Tracking and Monitoring in upper Primary, which we hope will be useful for a number of reasons. It is designed to provide a quicker, clearer overview of pupil progress at a glance, highlight strengths and areas for development, underpin Teacher Professional Judgement about achievement of a level, improve transition information at handover between stages and improve consistency in terms of assessment and moderation. This is a sea change in our approach but will pay dividends if all of these intended outcomes bear fruit.</p> <p>Interesting to note that at this time of change in school, the pupil self-evaluation jigsaws are either broadly the same or slightly poorer than last year's evaluations. At a time when we have real data to demonstrate the improvement in behaviour, 2% more pupils (75% say that they behave themselves) but report 6% less favourably (27%) that others behave in school.</p> <p>LAC tracking and the monitoring of Children's Plans is in place and is valuable in identifying successes, barriers and actions. Skills sheets in PLPs track pupil's progress. "I Can" statements in PLPs show clear progress and the impact of learning on pupils.</p>	<p>Implement and evaluate the planned T&amp;M system across Second level. Develop a model for First and Early Level along these lines, shared with the rest of the staff.</p> <p>Investigate pupil evaluations and revisit these to assess whether this is a shift in perception, awareness of behaviour or a classroom/playground issue for us to address.</p> <p>As a school we need to look again at Learning &amp; Teaching, to refresh our approaches and ensure we are implementing best practice. We believe, like most schools there is a wide range of teaching and learning approaches within our school and we would like to work towards consistency.</p> <p>Parental involvement- to continue to read and contribute to PLPs. Actions in PLPs should note next steps and how children are supported in doing so.</p>	4

<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>Development of nurture across the school – all teachers now feel confident in their understanding of nurture principles and how to support pupils who may have suffered ACEs. Child’s Plans meetings are held regularly for a large number of pupils with additional needs and involve a multiagency group to action the plan. LAC tracking is completed monthly and concerns acted on and HT attends LAC reviews, social work led Child’s Plans meetings and Children’s Hearings in addition to the meetings where HT is Lead Professional. Implementation of the revised Positive Behaviour Policy (Better Relationships, Better Behaviour, Better Learning) starting from the June InSet has been very successful and well-received amongst staff and parents. Exclusions last year have been very high, including multiple exclusions for a very small group of children. This year, the Inclusion Hub Strategy we designed as a campus, has realised a 95% drop in exclusion. Only 1 pupil was excluded more than once this session (twice). This is an enormous improvement and is the result of a significant amount of work by class teachers, learning assistants, school management and the Inclusion team. The set up of a “Reflection Room” in Lockerbie Academy from Easter 2018 has helped to meet the needs of a number of pupils who found the expectations of behaviour and learning challenging. We now have full-time Nurture running 2-18, which is making a transformative impact on a small group of pupils whose progress is remarkable to see. Pupils who were either monosyllabic or non-communicative and frowning whenever I saw them, now run up to me to say hello and tell me about what they are doing. Diversity continues to be regularly celebrated in assemblies with global citizenship a key focus.</p>	<p>Use of SEEMIS systems to record and therefore track patterns of behaviour through Merits and Demerits has begun. This practice is not yet consistent and needs to become so. Use of the Referrals module is also being considered as an improved alternative to the paper action records which are currently still in widespread use.</p> <p>Still plan to work towards introductory level of LGBT Charter this session.</p>	<p>4</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>Attainment in P1 continues to be pleasing, whilst there is a significant drop in P4 across the board, particularly writing. In P7, many measures catch up, but there is still the most significant gap in writing. Additional support for pupils who receive SRS and Maths Recovery teaching from our ASfL teacher has shown good improvement in attainment for the majority of pupils.</p> <p><i>Many of our learners achieve very well outwith school and er regularly celebrate their achievements through our relaunched Facebook page.</i></p> <p><i>Transition is very positive. Our staff in P1, Nursery and partner nursery work well to support the most effective transition from Nursery to P1. Our receiving P1 Class Teachers comment on how confident and independent the children are.</i></p> <p><i>Our staff are quick to get to know our pupils and in identifying barriers to learning. Staff have very good relations with families and professionals; our Educational Visitor is involved with a number of pupils. We operate an open door policy and communicate daily with parents and carers. We provide end of year reports for all children.</i></p>	<p>Standardisation of SSNA data will inform us further as to whether this is a cohort issue or a school attainment matter. We anticipate a positive impact on attainment from improved behaviour as a school, but we have not yet compiled the data to be able to confirm that.</p> <p>Our new tracking system is expected to help raise attainment through consistency, clearer transition, lack of repetition and lost time and shared standards/expectation in terms of quality assurance and moderation when it comes to assessment decisions.</p> <p><i>We are working to broaden our wider achievement offer of extra-curricular clubs and activities to all pupils</i></p> <p><i>Continue to prepare for 1140</i> <i>Respond to recommendations to any visits as they arise</i></p>	<p>3</p>

<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>This continues to be a focus within our cluster for P7-S1 transition and has included improvements to our curricular progressions within literacy, science and digital technologies this session. The continued use of a cluster transition novel with the very successful author day in March is enjoyed by pupils and gives a focus for literacy transition work and the induction week in June.</p> <p>Programmes of learning are in place and pace and challenge are monitored by class teachers during the year. Information is shared with new teachers in June but the quality of this could be improved.</p>	<p>All schools within our cluster will be updating our maths and numeracy programmes next year as the Lockerbie Loops no longer offer the pathway in maths which offers enough pace and challenge.</p> <p>Continue to develop quality of transition information to ensure pace challenge and continuity.</p>
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>The support of our Family Learning Coordinator has again been excellent. She has facilitated a number of Stay and Make/ Stay and Do/ Stay and Learn sessions in nursery including a focus on STEM activities. PEEP and Roots of Empathy programmes have been successful this year again. A Share group has restarted. We know that involving parents at an early stage creates a positive habit and this continues to be a focus.</p> <p>FLC and DHT hold a monthly Brew and Blether session with parents and this group is a focus for developments. Ideas raised continue to be addressed appropriately.</p> <p>Parents had input to the new BRBBBL policy.</p> <p>Almost all parents reported that they can go to school at any time to speak about concerns and that the Management Team and class teachers are approachable.</p>	<p>Continue to build on parental engagement, particularly at this stage of the evolution of our campus.</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 <b>NURSERY</b>	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>2.3 Learning, Teaching and Assessment</b> <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>This session nursery have reviewed and developed our pupil PLPs. These are now sectioned for all curricular areas to allow staff to easily record and track pupils learning and progress. The different sections have sub sections e.g. numeracy (money and time); this ensures there is a place for any observations and evaluations.</p> <p>The photo section in our PLPs communicates meaningful information. Staff have a group time at the end of the day to discuss what the pupils would like to learn about and take forward interests.</p> <p>Staff discuss what the children would like to eat for snack. Children have been involved in bread making and enjoy what they have made at the snack table. Children are motivated in using their tools to fix things and enjoyed watching their Nursery Teacher fix the workbench in nursery.</p>	<p>Nursery Teachers to ensure that we have a parent comment page in all the PLPs.</p> <p>Nursery nurse is undertaking the speech and language community champion course, to help develop TLQ (talking, listening and questioning) in nursery.</p> <p>Nursery teachers will continue to work with staff to develop their use of the new PLPs, to ensure quality information is being recorded and correct use of "I can" statements. This will be done term 4 and ongoing. Staff also need reminded to date all information in PLPs.</p> <p>Nursery teachers are to devise a timetable to allow all staff to update PLPs regularly with the pupils. This is planned for term 4 and ongoing.</p> <p>We continue to find involving parents in contributing to PLPs a challenge, so need to regularly remind parents to do so.</p>	4
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <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> <b>3.2 Securing children's progress (for Early Learning Childcare)</b> <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> </ul> <p><i>Ensuring equity for all children</i></p>	<p>Nursery have introduced a "settling in" policy and questionnaire for new pupils and parents. Parents give staff feedback six weeks after their child starting. Staff hold care plan meetings with carers for new and current pupils so all information and targets/needs for pupils are communicated and kept up to date. Nursery teachers and nursery nurses are involved in care plan meetings and get time to read care plans.</p> <p>We have stay and play sessions in nursery to allow carers to come in regularly to play and learn with their child. At a recent parent's evening parents told us that they were keen to attend stay and play sessions and this is why we now alternate the day and allow siblings to come along. Parents and grandparents attend and are able to take part in activities with their child and find out more about what their child is learning.</p> <p>We send out parent questionnaires every 6 months and also following nursery events- this allows our setting to make any improvements and also gives us an opportunity to respond to carer's queries. Parents often write comments on their questionnaires and one recently praised staff on their support with their child's toileting.</p>	<p>We are currently developing our behaviour policy. We are using school policy and parent feedback from a parent's evening to do this. We will look to develop this further at a staff meeting this session.</p> <p>Staff are aware of statutory requirements and codes of practice. It is always challenging keeping up to date with new legislation (reading and actions)- as a staff we need to be creative in finding ways to do this (staff meetings, insets and using nursery nurse additional hours).</p> <p>Stay and play sessions will be monthly with focused activities.</p>	4

### 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><b>School Priority 1</b> <b>Quality Assurance &amp; Moderation</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of Children's Progress</p> <p><b>HGIOS?4</b> 2.3, 3.2</p>	<p>Teacher confidence increased through a range of opportunities for quality assurance and moderation conversations with:</p> <ul style="list-style-type: none"> <li>• Stage partners</li> <li>• Level colleagues</li> <li>• All staff</li> </ul>	<p>Look at achievement of a level decisions with colleagues in terms of assessment items:</p> <ul style="list-style-type: none"> <li>• Day to day</li> <li>• Periodic</li> <li>• Holistic</li> </ul>	<p><b>DHT</b></p> <p>By the end of June 2020, staff will feel more confident about their assessment decisions, having engaged in enhanced professional dialogue</p>
<p><b>School Priority 2</b> <b>Tracking &amp; Monitoring</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of Children's Progress</p> <p><b>HGIOS?4</b> 2.3, 3.2</p>	<p>A Tracking &amp; Monitoring approach is devised and implemented across P5-7, starting with Maths &amp; Numeracy, which allows pupil attainment to be tracked, within, between and across stages. This must then be reported to parents in a way that makes sense and is preferred by pupils, parents &amp; staff to previous formats. This to be implemented in second level this session, with plans in place for roll-out to other curricular areas, stages and levels in due course</p>	<ul style="list-style-type: none"> <li>- base a school T&amp;M system for second level around the authority's new Progress &amp; Achievement module</li> <li>- create a system for P5-7 Tracking in line with SWTA decisions</li> <li>- prepare a proposal for how to roll this out to P1-4 and other curricular areas</li> </ul>	<p><b>DHT / J Fraser</b></p> <p>By June 2020, we will have trialled a system with P5-7 and have a proposal ready for the new SWTAC to consider for the forthcoming session regarding P1-4</p>
<p><b>School Priority 3</b> <b>2-18 Campus</b></p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b> School Leadership</p> <p><b>HGIOS?4</b> 1.5, 2.7, 3.1</p>	<p>This session, a decision will be made as to whether Lockerbie will remain as a 2-18 Campus school, or revert to previous management models.</p> <p>For this to be achieved, there must be clarity surrounding what we are aiming to achieve</p>	<p>Formulate a vision for the campus</p> <p>Evaluate the small changes that have been made as a campus</p> <p>Evaluate the impact of changes on:</p> <ul style="list-style-type: none"> <li>- Secondary</li> <li>- Primary</li> <li>- Nursery</li> <li>- Learning Centre</li> </ul> <p>Consult members of the school community on the way forward</p>	<p><b>B Asher</b></p> <p>By June 2020, there will be:</p> <ul style="list-style-type: none"> <li>- a vision for the 2-18 School</li> <li>- an evaluation of progress to date</li> <li>- a recommendation for the way forward</li> </ul>