

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

**School:** Noblehill Primary

**Date:** June 2019

# 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims



### School Statement

School motto is **Be all you can be!**

Our vision is to:

- ✓ Inspire everyone to work to their full potential in a safe and nurturing environment.

Our school aims are

- ✓ Together we will create a welcoming and inclusive environment.
- ✓ Through meaningful and positive reflection we ensure a sense of achievement for all.
- ✓ In our learning we will be creative and motivate and challenge each other

Our school values are:

- ✓ Respect
- ✓ Effort
- ✓ Care
- ✓ Trust
- ✓ Teamwork



We aim to raise attainment and deliver excellence and equity through ensuring that all children receive access to a supportive, challenging and progressive curriculum to achieve their full potential.

**Review Date:** This is our first year in implementing these. They will be due to be reviewed again 2021/22

**Review Activities (as appropriate)**

At the beginning of the 2018-19 session, the school community fully engaged in reviewing the Vision, Values and Aims of Noblehill Primary. Due to the inconsistency in leadership this had not been carried out for some time and it was agreed they did not reflect the school currently. The VVA were refined and reduced to simply reflect the ongoing changes which are positively impacting on the school. School assemblies have focused on some of the values throughout the year and expectations around behaviour management are derived and based on RESPECT. The school is continuing to embed the vision, values and aims and these are consistently on display in all classes and around the school. At the start of each academic year these aims will be discussed with all pupils to ensure clarity and understanding. Teachers will discuss what these aims look like within their individual classes. It was agreed the school motto would remain the same – Be all you can be, as this continues to be relevant and one which pupils very much relate to and remember. Through a whole school consultation and ongoing staff development sessions throughout the year staff and parents have been given the opportunity to discuss to ensure relevance.

*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.*

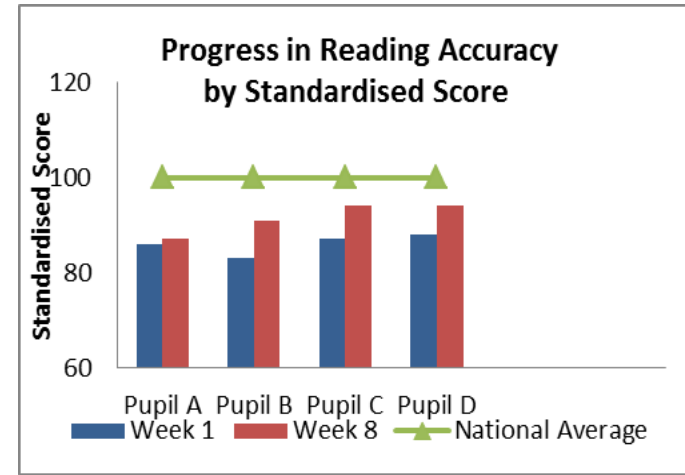
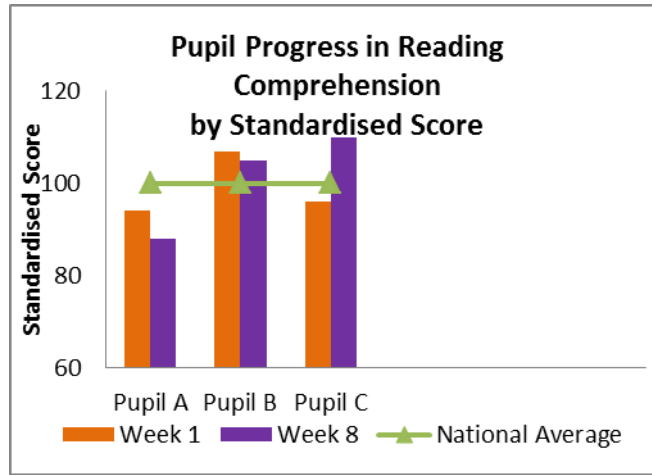
### 2.1 Progress against Previous Year's School Improvement Priorities

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: QI 1.3 To develop a shared vision, values and aims relevant and appropriate to the school and its community</b></p> <p><b>NIF Priority Improvement in children's and young people's health and wellbeing</b></p> <p><b>NIF Driver School leadership School improvement</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><b>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change</b></p> <p><b>School's VV&amp;As</b></p>	<p>As a school all staff are committed to ensuring that our pupils achieve the highest possible standards and achieve success as such the whole school community was involved in the review and creation of our new vision, values and aims. Most staff feel that our vision, values and aims are reflective of our school community and almost children across the school are aware of them. The majority of staff have identified that all classes now take responsibility for promoting the school's vision, values and aims across the whole school. As a school community we need to work together to promote this shared vision and most staff have identified that we now need to review our curriculum to ensure that our vision, values and aims are reflected across this.</p> <p>All staff identify that pupils are a critical and central part of developing a positive ethos within the school. Most staff across the school have undertaken training in developing their knowledge and understanding of Nurture and how this can be promoted within both the school as a whole and within our classes. Most staff identify that the learning environment now supports the nurturing philosophy with children being appropriately challenged regarding relationship issues. A few members of staff have received training in developing their knowledge and understanding of the Rights Respecting School. The majority of staff have identified that the nurturing development work has had a positive impact upon the school and has helped to embed good practice however only the minority of staff indicate that the nurturing approaches have had a positive impact upon behaviour as a whole across the school. Restorative Approaches training for most staff has provided a greater understanding of behaviour generally and has supported peer to peer conversations about behaviour. Staff self-evaluation returns evidence that all staff and almost all pupils would welcome the use of rewards and sanctions to support these conversations and to promote positive behaviour as well as a more positive ethos across the school generally.</p> <p>Due to the considerable amount of staff change, collaborative planning across all stages was not developed as effectively as it could however where stage partners did plan together it was effective, reducing teacher workload and had a positive impact on our pupil's learning.</p>	<p><b>Vision, Values and Aims</b> Update curriculum rationale and programs to reflect vision, values and aims All classes to review vision, values and aims at the start of every year to create their own class version, linked to the 4 contexts for learning and our curriculum rationale.</p> <p>Create a Positive Relationships Policy to reflect nurturing approaches and The Respect Me Policy to ensure clarity and consistency across the school. Continue to improve and develop the emotional competency / literacy of pupils at all stages</p>

<p><b>School Priority 2: Q! 3.2 Raising Attainment &amp; Achievement</b></p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children's progress Performance information</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 2.2 Curriculum</p> <p>School's V/V&amp;A's</p>	<p><b><u>Attainment over Time</u></b></p> <p>CfE Levels for 2018/19 are:</p> <table border="1" data-bbox="424 181 1577 488"> <thead> <tr> <th>Year Group</th> <th colspan="3">Reading %</th> <th colspan="3">Writing %</th> <th colspan="3">List &amp; Talk %</th> <th colspan="3">Numeracy%</th> </tr> </thead> <tbody> <tr> <td><b>Primary 1 Achieved Early Level %</b></td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> </tr> <tr> <td></td> <td><b>97</b></td><td><b>77</b></td><td><b>88</b></td> <td><b>89</b></td><td><b>84</b></td><td><b>85</b></td> <td><b>97</b></td><td><b>100</b></td><td><b>85</b></td> <td><b>97</b></td><td><b>87</b></td><td><b>91</b></td> </tr> <tr> <td><b>Primary 4 Achieved First Level %</b></td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> </tr> <tr> <td></td> <td><b>90</b></td><td><b>77</b></td><td><b>74</b></td> <td><b>88</b></td><td><b>61</b></td><td><b>61</b></td> <td><b>100</b></td><td><b>93</b></td><td><b>84</b></td> <td><b>83</b></td><td><b>61</b></td><td><b>71</b></td> </tr> <tr> <td>16/17</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> <td>16/17</td><td>17/18</td><td>18/19</td> </tr> <tr> <td></td> <td><b>93</b></td><td><b>90</b></td><td><b>98</b></td> <td><b>85</b></td><td><b>86</b></td><td><b>94</b></td> <td><b>93</b></td><td><b>98</b></td><td><b>98</b></td> <td><b>93</b></td><td><b>92</b></td><td><b>96</b></td> </tr> </tbody> </table> <p>Attainment data evidences a variable trend over time. Most staff across the stages indicate that they have high expectations of pupils with the majority of teachers indicating that they are becoming more confident in analysing data to support the creation of planned interventions due to having received input on the interpretation of data in direct relation to SNSAs and MaLT.</p> <p>The majority of teaching staff have identified our curriculum needs to offer more flexibility within it's learning pathways to support progression and more learner involvement.</p> <p>This is the first year of using an annual MaLT assessment in all classes. This will facilitate a more robust tracking of progress across the school. The diagnostic report produced from MaLT will supplement the SNSA diagnostic reports to identify areas for focus.</p> <p><b><u>Pupil Equity Funding Focus</u></b> <b>PEF Interventions:</b></p> <p><b>Maths Closing the Attainment Gap</b> All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills.</p> <p><b>Literacy Closing the Attainment Gap</b> All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills.</p> <p><b>Talking, Listening and Questioning</b> All identified pupils who have participated within this programme have evidenced progression of knowledge and skills</p> <p>Most teaching staff have reported that their awareness of learning interventions has increased as a result our focused interventions within literacy and numeracy and all teaching staff state that the PEF interventions designed specifically for the focus groups are having an overall positive impact</p>	Year Group	Reading %			Writing %			List & Talk %			Numeracy%			<b>Primary 1 Achieved Early Level %</b>	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19		<b>97</b>	<b>77</b>	<b>88</b>	<b>89</b>	<b>84</b>	<b>85</b>	<b>97</b>	<b>100</b>	<b>85</b>	<b>97</b>	<b>87</b>	<b>91</b>	<b>Primary 4 Achieved First Level %</b>	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19		<b>90</b>	<b>77</b>	<b>74</b>	<b>88</b>	<b>61</b>	<b>61</b>	<b>100</b>	<b>93</b>	<b>84</b>	<b>83</b>	<b>61</b>	<b>71</b>	16/17	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19		<b>93</b>	<b>90</b>	<b>98</b>	<b>85</b>	<b>86</b>	<b>94</b>	<b>93</b>	<b>98</b>	<b>98</b>	<b>93</b>	<b>92</b>	<b>96</b>	<p><b>Learning &amp; Teaching</b> Continue to develop knowledge and understanding of effective approaches to enhance quality learning and teaching through the effective use of diagnostic assessments and research</p> <p>Support staff to use HGIOS?4 to inform termly self-evaluations.</p> <p>Use of Benchmarks to inform assessments and support parental/ pupil awareness and engagement</p> <p>To continue to support pupil involvement in leading learning and school leadership groups.</p> <p>To use the new Authority Attainment Tracking Data Spreadsheet for tracking CfE levels.</p> <p>To review and update school tracking folders to reflect CfE progress and levels, assessment overviews, interventions, Girfec information, ASL.</p> <p>Continue to develop teacher knowledge and understanding of learning interventions for literacy and numeracy.</p> <p>Continue to develop teacher knowledge and confidence within moderation in line with the cluster.</p>
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	<p>upon others as these interventions are where appropriate being adapted and used to support learning more generally within the class.</p> <p><b><u>Moderation</u></b> All teaching staff are now more familiar with holistic assessments and most have become more confident in using these assessments to support the achievement of a CfE level across the BGE. All staff identified that the termly moderation tasks have encouraged professional dialogue and have had a positive impact upon in supporting the understanding of the achievement of a level as well as progression within a level. Support from our school QAMSO has had a positive impact in teacher confidence at assigning CfE levels within literacy and numeracy.</p> <p><b><u>Assessment</u></b> The majority of teaching staff have identified that assessment now needs to be more closely reflective of the National Benchmarks. A wider range of ongoing assessments are required to support the achievement of a level.</p> <p><b><u>Tracking of Attainment</u></b> Most staff have identified that the tracking of pupil progress needs to develop to ensure that the authority tracking data spreadsheet is consistently completed. A review of the tracking documentation evidences that there are some elements of data being captured which clearly demonstrate individual pupil progress and trends however, this is not yet consistent across the whole school. The majority of teachers have indicated that the close tracking of the progression of individual pupils is an area that requires further development work with key activities being identified to support this system. It was planned that staff would be utilising the new Regional Attainment Tracking Data Spreadsheet and that staff would develop their awareness of how to interpret data and plan interventions accordingly. However we were not able to be part of the authority pilot and as such this priority will be carried forward. Pupil involvement in their learning e.g. informing contexts for learning and in planning for learning is being developed in some classes</p>	Continue to develop pupil involvement in their learning
<p><b>School Priority 3: Parental engagement</b> NIF Priority Closing the attainment gap between the most and least disadvantaged children NIF Driver Parental engagement School Improvement</p> <p>HGIOS?4 / HGIOELC Qis 1.5 Management of resources to promote equity</p>	<p><b><u>School Website</u></b> A school blog has been created which ensures that school information is up to date and relevant. It successfully evidences and celebrates pupil achievement and shares pupil learning experiences.</p> <p>Staff have received training regarding how to link creatively curriculum areas with the opportunity to develop pupil knowledge and skills through outdoor learning activities. All teaching staff identify that they are now more aware of the benefits of outdoor learning and plan creative opportunities for outdoor learning as relevant.</p> <p>2 build a profile has been purchased and will be piloted in the Early years next session. Current P7 pupils have been trained to use eportfolio to record and highlight their progress, self-reflecting on their learning experiences and outcomes.</p>	<p>Appoint a website facilitator to ensure that all information is shared and up to date.</p> <p>To continue to promote outdoor learning and other creative pathways forward</p> <p>Consideration will be given to the appropriateness of 2 build a profile and the eportfolios to further engage with parents. Parents will be able to see</p>

<p>3.2 Raising attainment and achievement 2.7 Partnerships</p> <p>2.4 Personalised support</p> <p>School's V/V&amp;A'</p>		<p>firsthand their child's achievements in their learning. Both staff and pupils will be able to reflect in these experiences to ensure appropriate planning of next steps.</p> <p>Support P7 pupils to train P6 pupils to access the eportfolios / Go Getters to allow the expertise to cascade down the school in first and second and third levels.</p>																																								
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p>A class teacher and PEF assistant have been fully trained in and are thus delivering 'Closing the Literacy Gap' and 'Maths Recovery' interventions. After analysing our school data our initial focus was to support the increase of attainment within reading and writing / talking and listening across Primary 2 – Primary 7 through the delivery of Closing the Literacy Gap. 32 children from across the school have benefitted from this input and 100% have achieved added value success.</p> <p>Maths Recovery was introduced in term 4 with six Primary 1 children who were identified to receive input with numeracy skills in particular. 100% of this cohort made progress above what would normally be expected.</p> <p>The PEF teacher will now develop staff understanding and knowledge regarding these interventions to ensure that they can now be adapted to suit other individual children (not through PEF) in ensuring they are working to their potential.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="426 933 1079 1360"> <p><b>Progress in Spelling by Standardised Score</b></p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Week 1</th> <th>Week 8</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>Pupil A</td> <td>85</td> <td>88</td> <td>100</td> </tr> <tr> <td>Pupil B</td> <td>90</td> <td>100</td> <td>100</td> </tr> <tr> <td>Pupil C</td> <td>75</td> <td>82</td> <td>100</td> </tr> <tr> <td>Pupil D</td> <td>78</td> <td>95</td> <td>100</td> </tr> </tbody> </table> </div> <div data-bbox="1146 933 1799 1360"> <p><b>Progress in Reading Accuracy by Standardised Score</b></p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Week 1</th> <th>Week 8</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>Pupil A</td> <td>95</td> <td>110</td> <td>100</td> </tr> <tr> <td>Pupil B</td> <td>90</td> <td>110</td> <td>100</td> </tr> <tr> <td>Pupil C</td> <td>75</td> <td>82</td> <td>100</td> </tr> <tr> <td>Pupil D</td> <td>72</td> <td>88</td> <td>100</td> </tr> </tbody> </table> </div> </div>		Pupil	Week 1	Week 8	National Average	Pupil A	85	88	100	Pupil B	90	100	100	Pupil C	75	82	100	Pupil D	78	95	100	Pupil	Week 1	Week 8	National Average	Pupil A	95	110	100	Pupil B	90	110	100	Pupil C	75	82	100	Pupil D	72	88	100
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Almost all parents and staff report that pupils engaging in these interventions have evidenced an increase in their self-esteem and confidence level when accessing other curricular areas.

### **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**

We have used a range of data to verify our decisions: MaLT assessments, holistic assessments, class assessments, class work, SNSA results and teachers' judgements on progress across a level. We carry out attainment meetings 3 times per year to track and monitor progress, and to assess impact of teaching and interventions.

### **How well are you removing barriers to learning and ensuring equity for all?**

The evidence shown above demonstrates that we are effectively targeting children with PEF to raise attainment and close the equity gap. We are also seeing improvements in children's confidence towards maths and language as they are reported to be engaging in lessons much more effectively. Targeted approaches of delivering the maths and literacy interventions have ensured that we are continuing to remove barriers to learning for all groups of children in our school.



## 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>• <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>	<ul style="list-style-type: none"> <li>• In a recent audit of evaluation the majority of teaching staff stated that they are clear regarding the school's strengths and areas for development. The majority of teachers feel that all staff are committed to change which will result in improvements for all learners.</li> <li>• Staff, pupils and parents have all been included in creating and reviewing our new vision, values and aims and our school moto. All staff are very clear of the dynamics and context of our school community.</li> <li>• The Senior Management Team are developing a more strategic role for continuous improvement and are working collaboratively to create the conditions for supporting well planned and well informed change.</li> <li>• Opportunities for staff to lead in various initiatives and working groups have been provided and have been taken by a few staff throughout the year eg the Nurture working group.</li> <li>• The Early Years Team have notably demonstrated innovation, collegiality and leadership skills.</li> <li>• Staff are developing their self-awareness and are able to identify areas for further development which was evident when discussing and agreeing priorities taken from the Collaborative Review report.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support leadership at all levels and encourage creativity, innovation and practitioner enquiry to support positive change.</li> <li>• Support the use of self-evaluation for supporting change across the school.</li> <li>• Senior leaders to be more explicit and use self-evaluation more effectively to guide and manage both the strategic vision and pace of change.</li> <li>• Through PRD targets, SMT focus and support, collaborative working and self-reflection and evaluation create a more ambitious, innovative and creative ethos across all stages</li> </ul>	3
<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</i></li> </ul>	<ul style="list-style-type: none"> <li>• Across all stages, almost all of the learners are engaged and motivated. They are positive about the need to learn, and of their learning experiencing overall.</li> <li>• Most classes have a clear lesson structure with appropriate links being made to prior learning in all lessons Learning Intentions and Success Criteria are a feature of all lessons, differentiation is used most effectively overall in maths and numeracy lessons, with good use of staff questioning, instructions and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Most staff have identified the need to review our curriculum rationale, and strategic design to ensure that our curriculum supports the 4 CfE capacities, our local context as well as the CfE design principles, the learner's entitlements and the the CfE cross cutting themes of equity, creativity, enterprise, sustainable education and international engagement.</li> </ul>	4  8

<p><i>assessment</i></p> <ul style="list-style-type: none"> <li><i>Planning, tracking and monitoring.</i></li> </ul>	<p>activities.</p> <ul style="list-style-type: none"> <li>Across the school a wide range of formative and summative assessment activities are used effectively to identify strengths as well as groups for targeted support in most classes.</li> <li>Primary pupil progress is tracked by both staff and SMT to ensure early identification of any required support. There is clear data for Literacy and Numeracy. This data is interrogated to monitor progress and promote professional dialogue. Regular attainment meetings support pace, challenge and identification of additional support for all. Children with specific additional challenges are discussed and individual programmes of work are agreed as appropriate.</li> <li>Pupils in the early years are experiencing a shift in pedagogy with the focus being on targeted learning blocks and learning through structured play. This approach is still in its infancy, with the impact yet to be monitored. The transition from Nursery to Primary 1 is more seamless and there is more effective collaborative planning and working within the early years</li> <li>Pockets of good practice are emerging in the use of digital technology. #Nobleskillz, a new initiative, is beginning to provide wider range of experiences with a focus on skills for learning, life and work.</li> </ul>	<ul style="list-style-type: none"> <li>Develop our assessment information to reflect the Benchmarks when identifying and supporting learners' needs.</li> <li>Review and modify the progress tracking to reflect progress within CfE more effectively.</li> <li>Review and modify school reports to reflect CfE progress.</li> <li>Continue to develop staff awareness and understanding of learning intentions and success criteria to support learning.</li> <li>Continue to develop higher order thinking skills to support more in depth response within learning.</li> <li>Continue to develop differentiation skills to better meet the needs of all learners</li> <li>Continue to promote pupil voice and pupil engagement in learning e.g. children leading learning, giving them ownership of learning contexts, involving them in evaluating learning.</li> <li>Continue to develop the use of digital technologies across all curricular areas</li> <li>Continue to develop STEM across all stages</li> <li>Continue to develop #Nobleskillz to support the clear development of knowledge and skills</li> <li>Continue to review structured play pedagogy in conjunction with Building the Ambition in the Early years – benefits re supporting learning progress</li> </ul>	
<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> </ul>	<ul style="list-style-type: none"> <li>Across the school we are positively committed to the promotion of children's rights and positive relationships. Staff have undertaken training in nurture, restorative approaches as well as The Rights Respecting School. Almost all staff report that this training has made them more aware of behaviour and has enriched the learning environment to support</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop our approaches to promoting positive relationships across the school and in consultation create a new policy with clear guidelines for this area.</li> <li>Continue to develop a climate of trust and mutual respect to promote a strong</li> </ul>	<p>3/4</p>

<ul style="list-style-type: none"> <li><i>Inclusion and equality</i></li> </ul>	<p>higher quality learning and teaching. Most identify that this has had a positive impact upon the learning environment and relationships for students and staff; with most staff now identifying that they are now more proactive in promoting positive relationships and managing conflict more effectively.</p> <ul style="list-style-type: none"> <li>Almost all children through the regular use and clear understanding of the Wellbeing Indicators are able to discuss with confidence their SHANARRI entitlements and how these are actively promoted. The Wellbeing Web and restorative discussions are used to support dialogue with pupils with regard to their HWB and these approaches enable more focused dialogue with regard to reviewing and identifying support available.</li> <li>All parents of children with Child's Plans are consulted and their opinions are recorded. There is scope to develop this to include pupil views. All relevant parents are provided with opportunities to positively engage with individual education plans as well as children's plans.</li> <li>Statutory duties are shared with parents and the local community via the school hand books which are published on line. We currently meet at least the 2 hour minimum PE requirement.</li> <li>All staff are trained and actively engage in authority child protection procedures. Staff are aware of the role of the Named Person and their part in supporting meeting the needs of all learners across the school.</li> <li>Most extra-curricular clubs costs are met by the school, attendance at these are monitored. Clubs are organised at various times to provide maximum opportunities for all to attend activities.</li> <li>We follow Council Policy and actively promote through our school values and Respect Stars a respect for all culture. This has increased pupil awareness and respect of the diversity both within our local and wider community.</li> <li>Scottish Attainment funding has enabled us to identify key strategies to support positively small groups of children in the closing of the attainment gap. These will now be rolled out to benefit all pupils</li> </ul>	<p>sense of community through a whole school approach focus on Rights Respecting School.</p> <ul style="list-style-type: none"> <li>To develop overviews to share possible learning support strategies, model interventions re closing the gap materials with teachers and support to promote the use of these within the class as a whole</li> </ul>	
<p><b>3.2 Raising attainment and</b></p>	<ul style="list-style-type: none"> <li>Continued increased attainment levels in literacy and numeracy are a key priority for the school. Strategies and approaches trialed this year have had a positive</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop pupil confidence in taking responsibility for their individual learning pathways as well as</li> </ul>	<p>3/4</p>

**achievement**

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

**3.2 Securing children's progress (for Early Learning Childcare)**

- *Progress in communication, early language, mathematics, health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

impact in increasing attainment for specific cohorts of children.

- Data evidences that progress has been achieved in reducing the attainment gap for our focus pupils; with all of our participating pupils achieving success above what would be expected.

The Primary attainment data for June 2018 indicates that we are attaining well in comparison to our cluster and D&G as a whole.

Curriculum Area	Stage	School %	Comparison %
Reading	1	77.4%	Cluster 71% D&G 78.9%
	4	79.6%	Cluster 76.1% D&G 77.4%
	7	90.2%	Cluster 81.9% D&G 79%
Writing	1	83.9%	Cluster 78.4% D&G 78.4%
	4	61.4%	Cluster 69.4% D&G 70.2%
	7	86.3%	Cluster 76.2% D&G 71.1%
Talking & Listening	1	100%	Cluster 92% D&G 87.2%
	4	93.2%	Cluster 88% D&G 84.8%
	7	98%	Cluster 88.1% D&G 84.3%
Numeracy	1	87.1%	Cluster 89.2% D&G 84.8%
	4	61.4%	Cluster 73.7% D&G 73.5%
	7	92.1%	Cluster 78.6% D&G 74%

- Our attainment over time data is as identified in in our School Priority 2 overview variable however it is hoped that as we develop our curriculum, pupil engagement and use of the benchmarks – these will support future achievement
- Equity for all learners is firmly embedded within the ethos of our school. Barriers to learning are identified and addressed appropriately where possible within the remits of the schools and staff available.
- Sum Dog, an IT resource, is accessible by the almost all pupils at home and is used by all Pr 3-7 class teachers both in class and when allocating mental maths homework. The majority of pupils report that this

- collectively.
- Continue to develop the staff knowledge and understanding of Sum Dog's capability to support the reinforcement and attainment of mental maths more effectively.
- To continue to reflect upon best practice and methodologies and the way we use evidence from data, tracking, professional dialogue, intervention road maps and assessments to continue to increase attainment across the school specifically within literacy and numeracy.

	<p>is a fun way to practice their mental maths.</p> <ul style="list-style-type: none"> <li>• Achievements, celebrations and awareness of learning are communicated to our parent body and celebrated with everyone in assemblies. The majority of children are keen to share their achievements with us.</li> </ul> <p><b>3.2 Securing children’s progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• Play experiences are relevant and based on a clear focus on the development of literacy, numeracy and HWB.</li> <li>• We work closely with a range of agencies to support families and children with additional support needs: Educational Visitor Service, SALT, E.L.F.S.O. etc.</li> <li>• Regular family learning opportunities take place within the setting such as the planned Stay, Play and Learn sessions.</li> <li>• Parents have regular opportunities to discuss their child’s learning and are given information on how to support their child e.g. Stay, Play and Learn sessions and PLP journals</li> <li>• Staff across the Early Level (Nursery &amp; P1) are working together to plan progressive learning opportunities across the level</li> <li>• All staff participate in CLPD opportunities that ensure the development of literacy, numeracy and HWB to support their professional understanding</li> <li>• Clear processes are in place for the exchange of relevant information through regular Care Plan meetings.</li> <li>• Transitions are managed effectively to meet the individual needs of children and their families. .</li> <li>• Children participate in daily outdoor learning activities relating to all aspects of the curriculum.</li> <li>•</li> </ul>	<p><b>3.2 Securing children’s progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• Continue to self-evaluate with all stakeholders using the Shared Inspection Framework to review and improve learning outcomes and experiences.</li> <li>• To review opportunities for children to develop leading the learning.</li> <li>• Increase Family Learning opportunities to include how technologies enhance learning.</li> <li>• Review personal learning plans to include assessments and clearly identify how children’s health, safety and welfare needs are being addressed.</li> <li>• Review how we plan and record children’s next steps in learning.</li> <li>• Regular staff meetings and a termly development overview will ensure that all staff are working as an effective team to collaborate, self-evaluate and share an understanding of the curriculum</li> <li>• To develop a greater awareness of the ‘Building the Ambition’ report and to create an appropriate action plan to support the development of this</li> <li>• To develop a nursery collegiate calendar to support the delivery of agreed priorities in a planned and progressive approach.</li> <li>• To review the use of our local community to support children having meaningful learning opportunities</li> </ul>	
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<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• Children across all stages now have planned outdoor learning activities related to the delivery of the curriculum and benefit from these experiences through active engagement in learning and collaborative working.</li> <li>• Children with specific learning challenges are supported with IEP, ASLP and Child Plans.</li> <li>• There is a clear focus on the development of literacy, numeracy - these permeate and support all aspects of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the rationale and design of our curriculum reflects the revised vision, value and aims. Further develop creativity and digital employability skills in a progressive way across the curriculum whilst ensuring that the curriculum reflects our local context and maximises use of local community to support our learning pathways. Outdoor Learning to be a regular progressive curriculum led experience for all learners.</li> <li>• Continue to refresh the progressive learning pathways and the curriculum structure for pupils to ensure that they reflect best practice and assessments linked to national bench marking.</li> <li>• Creative learning pathways need to be reviewed and enhanced to better support identified children in order to provide more effective opportunities for the children to work in a more relaxed and informal environment.</li> <li>• Building on the initiatives threaded through the school last session e.g. Lego we do, Epic - ensure with the additional resources purchased digital literacy is progressive and developed throughout all school settings.</li> </ul>
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<ul style="list-style-type: none"> <li>• The Parent Council is well established. There is good attendance at Parent Council meetings and this has had a positive impact upon engaging parents with developing their knowledge and understanding of the life of the school.</li> <li>• Pupil leadership groups are in place for Pupil Council, JRSO and ECO. These groups work effectively to review aspects of the school work as well as in identifying areas for improvement. They successfully identify and support wider activities across the schools to fund raise for both school events and charities.</li> <li>• There are key partnerships across the nursery and primary (Social Work, Health, Psychology, SALT). Partnerships are proactive and are built upon trust and respect. These partnerships enhance the learning opportunities for pupils and staff regularly share expertise with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and Pupil Councils / School Leadership Groups - continue to develop these partnerships to promote active engagement and involvement to support the continued improvement of all schools within the cluster.</li> </ul>

### 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> Improve the quality of our learning, teaching and assessment</p> <p><b>NIF Priority</b> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> Teacher professionalism</p> <p><b>HGIOS? 4 / HGIOELC?</b> <b>QIs:</b> 2.3 Learning, Teaching and Assessment</p> <p><b>School's V/V&amp;A:</b></p>	<p><b>Learning &amp; Teaching</b> Staff and pupils benefit from creating a culture of self-evaluation and collaboration as core essential in raising attainment.</p> <p>In our Early Learning and Childcare, we will further develop our use of evaluations as part of Big Book planning/ evaluation.</p> <p>Increased understanding in effective higher order thinking skills to support and extend learning</p> <p>Increased pupil participation and opportunities to lead learning will provide more creative learning pathways, resulting in higher pupil engagement and depth of learning.</p> <p>The pupils will thrive in a climate where effective teaching and feedback enable them to be involved in planning their learning and knowing their progress.</p> <p>Meeting Learner's Needs – staff knowledge and understanding will be enhanced regarding how we can more effectively meet needs. Children will have increased attainment and more positive</p>	<p><b>Learning &amp; Teaching</b> D&amp;G Learning and teaching Policy: Staff to self-reflect and identify an action plan. L&amp;T Policy to be used a basis for whole school monitoring. LI and SC to be revisited to ensure clarity of understanding and approaches across the school.</p> <p>Use of Blooms Taxonomy to build confidence and improve questioning techniques with all staff.</p> <p>Class teacher to plan collaboratively to develop more pupil engagement in learning. Learning Targets to be developed and shared with pupils and parents. Pupils and staff to undertake self-evaluations at the end of blocks of learning as well as for whole school triangulation of evidence.</p> <p>Staff to identify and evaluate benefits to different types of differentiation to extend their knowledge of what makes effective differentiation. In stages staff to support each other with planning</p>	<p><b>Learning &amp; Teaching</b> SMT</p> <p>½ Inset Day 1x collegiate</p> <p>3 x Focus SMT observations</p> <p>2 x collegiate</p> <p>Termly Class teachers to lead</p> <p>SMT – Overview of curriculum targets and tracking 1x Collegiate sessions</p> <p>ASL Teachers</p>

	<p>pupil engagement in learning. Pace and challenge of learning will be increased resulting in higher attainment</p> <p><b>PEF</b> Increased knowledge and understanding of staff re the interventions being developed i.e. Closing the Literacy Gap and Maths Recovery. This will enable more children to access more suitable strategies to support the attainment of literacy and numeracy</p> <p><b>Curriculum</b> All learners will have at least experienced coverage of all the E&amp;O's for all areas providing them with a broad and balanced curriculum experience</p> <p>To continue to develop the #Nobleskillz to ensure a clear progression pathway for the development of core skills for all pupils</p> <p><b>Moderation – Cluster focus</b> A focused whole cluster approach to the continued development of moderation and CfE assessments across all curricular areas. To continue to increase teacher awareness and confidence at assigning the achievement of a CfE level. Ensure an appropriate level of challenge and pace of learning. Increased number of students achieving expected CfE levels and above</p> <p><b>Rights Respecting School</b> Improved HWB/ relationships of pupils and staff Promote school values Increase pupil readiness to learn and engagement in learning Reduce the number of behavioral incidents impacting upon learning Provide a more conducive learning environment</p>	<p><b>PEF</b> PEF teacher to peer support the class teacher via role modelling and collaborative teaching. Lead training session re the intervention programmes.</p> <p><b>Curriculum</b> Create a 3 year rolling curriculum plan which supports the equal development of STEM and Social Subjects with a clear focus on Literacy, Numeracy and HWB. Update the programme to ensure progressive skills and knowledge</p> <p><b>Moderation – Cluster focus</b> All staff to undertake authority planned moderation sessions to enable the staff to be in line with authority expectations</p> <p><b>Rights Respecting School</b> Create Positive Relationships Policy Evaluate and identify priorities for the session Create action plan for implementation</p>	<p><b>PEF</b> PEF Teacher – Lindsay Boyd ½ Inset Day</p> <p><b>Curriculum</b> SMT Working Group</p> <p>SMT – Lindsey Kirkwood</p> <p><b>Moderation – Cluster focus</b> QAMSOs</p> <p>3 cluster collegiate sessions 2x Inset ½ days sessions</p> <p><b>Rights Respecting School</b> Rebecca Kearney ½ Inset 2 collegiate</p>
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<p><b>School Priority 2</b>  <b>Raising Attainment and Achievement</b>                  Increased learner participation</p> <p>Open, collaborative approaches to self-evaluation</p> <p>Analysis and evaluation of data</p> <p><b>NIF Priority</b>                  1. Improvement in attainment, particularly in literacy and numeracy                  2. Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b>                  Assessment of children's progress</p> <p><b>HGIOS 4 / HGIO ELC QIs</b>                  3.2 Raising attainment and achievement                  2.3 Learning, Teaching and assessment</p>	<p><b>Tracking &amp; Assessment</b>                  There will be a robust tracking system, with interventions clearly indicated to ensure continuous progress for our pupils across the school.                  Increase knowledge and understanding of the Assessment Benchmarks to support the assigning of CfE levels as well as pace, challenge and progression across all curricular areas.                  The attainment overall across the school will improve consistently.</p> <p><b>Data Analysis</b>                  More effective systems in place to support learning, promote equity of success and achievements for all of our pupils.                  Our pupils will make much better progress from their prior levels of attainment.</p>	<p><b>Tracking &amp; Assessment</b>                  Create a tracking and assessment over view of the curriculum Benchmarks to support CfE levels, including ELC Tacking system in place to show progression within CfE levels for numeracy, literacy and HWB. The tracking system will evidence key interventions and pupil information.</p> <p><b>Data Analysis</b>                  Review the types of data we should be using when evaluating progress against CfE levels.                  Review progress data with whole school CfE data and SNSA, MaLT data.</p>	<p><b>Tracking &amp; Assessment</b>                  SMT                  Working Group                  2 x collegiate</p> <p><b>Data Analysis</b>                  SNSA – MISS training                  1x collegiate CfE authority tracking                  1x collegiate re data analysis for the whole school</p>
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