

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

**School:** Sanquhar Primary School

**Date:** May '19

## 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

Together we can be:

*Supportive*

*Achieving*

*Nurturing*

*Questioning*

*Understanding*

*Healthy*

*Aspiring*

*Respectful*

### School Statement

*Sanquhar Nursery, Primary & Learning Centre aims to be a safe, happy place which children want to attend and where staff, pupils and parents work together to fully support every child.*

*Our school community promotes a “can do” attitude with everyone taking responsibility to provide a challenging, inclusive ethos to enable all to achieve their potential.*

**Review Date: 2020/2021** Review Activities (as appropriate)

### **Review Activities (as appropriate)**

Review took place in session 2017/2018 when all staff, pupils, parents and carers were given the opportunity to discuss and put forward their ideas. Staff discussed this at an In Service day, pupils through discussion in classes and parents & carers through questionnaires.

*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 (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> <b>Early Intervention/Increased pupil support</b></p> <p><b>NIF Priority</b> Improvement in attainment particularly in Literacy &amp; Numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress</p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> 2.4, 3.1, 1.5</p>	<p><b><u>Features Of Highly Effective Practice</u></b></p> <p>2.4 Children requiring additional support have high quality targeted and meaningful progression pathways.</p> <p>-Learners' needs are identified through robust assessment information including specialist input where required.</p> <p>Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.</p> <p>TLQ groups established at Early Level – Nursery, P1 and P2. Evidence and parental comments indicate a huge development in children's talking, listening, confidence and self-esteem. Targeted pupils vocabulary and grammar skills now show above chronological age.</p> <p>Learning Assistant supports and promotes children's learning during play. Play based learning has enabled children to develop an increasing confidence which has allowed them to show initiative, develop problem solving skills and take some ownership of their learning</p> <p>Learning Assistant works with targeted groups to develop literacy skills.</p> <p>More opportunities created for children to work in mixed staged groups appropriate to their level in Literacy and Numeracy.</p>	<p>Closing The Numeracy Gap</p> <p>Familiarise staff with "Developing Number Knowledge" pedagogy and phase implementation within the Early level maths programme.</p> <p>Team Teach approach will be used in Primary 1 next session to further develop play based learning and increase attainment in Literacy and Numeracy.</p>

	<p>1.5 The school can evidence that decisions about expenditure have resulted in increased attainment and achievement. The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing.(see appendix) Parents report that they feel that play based learning is having a positive impact on their child’s learning and development. This has also been noted by staff. Infant staff comment that they have improved discussions and rapport with the children and holistically know the child.</p> <p>3.1 Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. Children have been consulted on what activities and resources they would like to see in the playground</p>	<p>Further develop play based approaches throughout the school</p> <p>Further develop outdoor learning space.</p>
<p><b>School Priority 2</b> <b>Additional Class Teacher to support challenging class</b></p> <p><b>NIF Priority</b> Improvement in attainment particularly in Literacy &amp; Numeracy and <b>Health &amp; Wellbeing</b></p> <p><b>NIF Driver</b> <b>Teacher Professionalism</b></p> <p><b>HGIOS?4 / HGIOELC QIs:2.4, 3.2</b></p>	<p><b><u>Features Of Highly Effective Practice</u></b></p> <p>3.2 Almost all children and young people are attaining appropriate levels and a few have exceeded these. Attainment levels in literacy and numeracy are a central feature of the school’s priorities for improvement and are raising attainment. Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. The school’s data demonstrates our current learners are making very good progress. Confident teacher judgements together with benchmarking and an appropriate range of</p>	<p>Work collegiately with feeder Secondary to ensure progression and smooth transition takes place.</p>

	<p>assessments are leading to improvements in attainment.</p> <p>Children requiring additional support have high quality individualised and meaningful progression pathways.</p> <p>2.4 Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.</p> <p>There is a strong ethos to minimise the impact of potential barriers to learning.</p> <p>P7 Class teachers feel that this has been beneficial to the pupils. They have more time with individual pupils due to the smaller number but also due to having to spend less time dealing with behavioural issues. The pupils are more settled this year compared to last year and although there are still some behavioural issues, low level behaviour is less disruptive. The teachers feel that they know the pupils better and are able to help them more individually with their attainment and also their Health &amp; Wellbeing. Many of the quieter pupils in the larger class, have become more confident in the smaller classes, taking part in more activities, putting themselves forward and making their voices heard.</p> <p>See Appendix 1 for parent comments. See Appendix 2 for pupil comments.</p>	
<p><b>School Priority 3</b> <b>Whole school nurturing approach</b></p> <p><b>NIF Priority</b> Improvement in children's Health &amp; Wellbeing <b>NIF Driver</b> School improvement</p>	<p><b><u>Features Of Highly Effective Practice</u></b></p> <p>2.4 Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.</p> <p>There is a strong ethos across the school to minimise the impact of potential barriers to learning.</p> <p>All stakeholders promote a climate where children and young people feel safe and secure.</p>	<p>An collegiate session on benefits of a whole school nurturing approach to be delivered at a collegiate night. Strengths/next steps identified. Investigate a means of baseline assessing pupils to measure nurture impact.</p> <p>Continue to fund a Learning Assistant to facilitate nurture.</p>

<p><b>HGIOS?4 / HGIOELC QIs: 2.4, 3.1</b></p>	<p>3.1 All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. All staff and partners model behaviour which Promotes and supports the wellbeing of all.</p> <p>There is a whole school nurturing approach. Children are targeted at group and individual levels. Nurture sessions are seen as the 'norm' in the school and are embedded in practice by the majority of staff members. There are slots in the week which teachers can identify children who are in need of responsive nurture due to change in circumstances eg bereavement. Selected staff have undertaken whole school nurturing approach training. Nurture Staff are now allocated two weeks planning time at the start of each nurture block and two weeks evaluation time at the end of each nurture block. This has had a positive impact and ensures that each nurture session meets the needs and interests of each targeted child. All children love attending nurture sessions. It has been noted by staff that the children's confidence and self-esteem has increased. Some individuals are now able to join nurture groups due to improved skills. This is also evident in some children in the classroom environment.</p>	<p>Continue to ensure that the 'Nurture Room' remains available and timetabled for nurture use.</p> <p>Investigate nurturing school award.</p>
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**School Priority 4**  
**Health and Wellbeing**

**Mental, Emotional, Social and Physical Wellbeing**  
Bounce Back programme

**Relationships, Sexual health and Parenthood**  
rshp.scot

**NIF Priority**  
Improvement in children's Health & Wellbeing  
**NIF Driver**  
School Leadership  
**HGIOS?4 / HGIOELC QIs:**  
1.2, 1.3, 2.1, 3.1, 2.2

**Features Of Highly Effective Practice**

1.2 All staff participate in individual and collective professional learning which improves outcomes for learners.

1.3 Practitioners have systematic opportunities to review and refresh their pedagogical practice.

2.1 The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.

2.2 Very good use is made of information and support materials drawn from a range of local, national and international resources to support informed debate on curriculum development.

3.1 All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.

**Bounceback**

Bounceback resource books have been purchased for every level. Principal Teacher ASL has researched Bounceback approach.

**RSHP**

Teaching staff were given the opportunity at Feb' inset to research RSHP.scot website and plan coherent ways to implement the programme into their classes.

At a following collegiate evening staff worked in their appropriate stages to plan progressive pathways to implement the programme.

New RSHP programme has begun in early and has been implemented at second level.

Discuss Wellbeing, Resilience and social emotional programme with staff and decide a way forward for implementation. Investigate other resources/programmes.

Consultations with parents for Early and First level to discuss RSHP programme.

Teaching staff at First level to discuss programme and how to implement.

<p><b>School Priority 5</b></p> <p><b>To Improve Attainment from P1-P7 and identify barriers to learning by developing and using a more robust Tracking and Monitoring System</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 <b>HGIOS?4 / HGIOELC QIs:</b></p> <p>3.2, 2.3, 2.4</p>	<p><b>Features Of Highly Effective Practice</b></p> <p>3.2 Almost all children and young people are attaining appropriate levels and a few have exceeded these. Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. The school's data demonstrates our current learners are making very good progress. Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p> <p>2.3 Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. A quality body of evidence is used to support assessment judgements and decisions about next steps. Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.</p> <p>2.4 The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process. Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning. Children requiring additional support have high quality individualised and meaningful progression pathways. Learners' needs are identified through robust assessment information including specialist input where required.</p>	<p>To incorporate the nursery into the whole school tracking and monitoring system.</p> <p>To add standardised assessment results.</p> <p>To utilise Authority Progress and Achievement data alongside our Tracking and Monitoring and assess changes that need to be made to make it a more effective and manageable tool. Embed participation and engagement levels within school data.</p>
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The school's tracking and monitoring system is now in its second year and is being used effectively from P1- P7. Teachers are entering data every term which is then used in professional discussion with management. Feedback from teaching staff has been that is very useful to pinpoint children who might need small interventions to close the attainment gap.

<p><b>School Priority 6</b>  <b>Incorporate Outdoor Learning on a daily basis in Nursery</b></p> <p><b>NiF Priority</b>  Improvement in children's Health &amp; Wellbeing</p> <p><b>NiF Driver</b>  School Improvement</p> <p><b>HGIOS?4 / HGIOELC QIs:</b>  <b>1.3, 3.1, 3.3</b></p>	<p><b><u>Features Of Highly Effective Practice</u></b></p> <p>1.3  Practitioner enquiry and professional dialogue informs and supports continuous improvement, creativity and innovation. This motivates and inspires everyone to sustain high standards of delivery of early learning and childcare.  Practitioners are proactive in the change process and in evaluating the impact of improvements.</p> <p>3.1  Health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners.</p> <p>3.3  The learning environment, including the provision of open-ended and natural resources and the adaptability of space, encourage creativity. The structure and flexibility of the day also nurture creativity.  Children are developing a positive attitude to learning through an active learning approach using real-life and imaginary situations.</p> <p>Questionnaires went out to children and parents with regards to what they thought about accessing outdoor play.  By Fundraising and with help from our local Masons we were able to purchase suitable outdoor clothing so all children could access outdoor Play.  Storage was built to allow all the puddle suits to be appropriately stored.  We applied for grants to help purchase equipment with a focus on numeracy and literacy for outdoor play and also in developing gross motor skills.  We involved parents, community payback and local business men and they helped contribute towards sand, logs, guttering, drainpipes ,objects to enhance loose play and a mud kitchen etc.  Mud Kitchen area has been set up.  Staff spent time researching outdoor play and became familiar with documents to help support and develop this e.g. "out to play" , "My world outdoors", "Building the ambition" and " loose parts play"  Staff have taken on different areas to develop and have involved the children with their ideas eg Lacey – fairy garden, Lochlin – football stuff, Rory digging, Beth – Ponies, Indie – secret den  Doors are now open from 9.30 -2pm daily , all areas checked prior to being set up.  We have set up a bug hotel and ladybird tower to attract the wildlife into our garden.</p>	<p>Within the nursery look at outdoor learning environment and redevelop.</p> <p>Review what has been put in place with staff, parents and children in order to further develop learning experiences.</p> <p>Organise monthly planned visits to places such as multiverse, forest, Clarks Ark, river to promote and develop risky play.</p> <p>Look at setting up a sensory area within the garden and develop an area designated only for growing</p> <p>Continue to work with community payback in developing a shop area to help develop imaginative/numeracy and literacy outdoors</p> <p>Staff will continue to familiarize themselves with documents related to outdoor play to further develop their knowledge and understanding on promoting outdoor play.</p>
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	<p>Children access large playground daily and are able to build relationships with the other children in the school</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><b>School Priority 1 Learning Assistant x 5 days = £15,500 P.E.F. (see appendix 4)</b>  <b>School Priority 2 0.4 Teacher = £12,000 P.E.F. (see appendices 1, 2 and 3)</b>  <b>School Priority 3 Learning Assistant x 5 days = £15,500 P.E.F. (see features of effective practice)</b>  <b>School Priority 4 Purchase of the Bounceback Programme – £500 P.E.F. Staff training - £500 P.E.F. ( still to be implemented)</b>  <b>School Priority 5 Time for staff 2 days x 8 teacher cover £2,400 P.E.F. (still to be implemented)</b></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>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>Pupils parents, partners and staff have all been working towards making the Vision, Values and Aims of the school more visual for them to be embedded and used effectively. Bookmarks and fridge magnets were produced and given to every family. A display has been created at the front of the school and in the hall. Reflection takes place most weeks at assembly.</p> <p>Effective school leadership has led to a fantastic school ethos where staff and pupils work collectively to build on the strengths of the school and work on areas of development.</p> <p>Staff are committed to the process and pace of change such as play based pedagogy, a new tracking and monitoring system and a whole school nurture approach and the impact on the learners is the heart of all change.</p> <p>Opportunities have been created throughout the year to refresh policies and identify the need to create new ones such as a new Positive Relationships policy.</p>	<p>To continue to embed our Vision, Values and Aims within the school and the community. A poster will be created by a child and used in classes as a tool for staff to reflect on VVA with their learners and weekly targets set. The poster will be displayed throughout the community.</p> <p>To work collegiately and engage in development to create a current and useable Positive Relationships Policy reflecting our VVA.</p> <p>To continue to evaluate the impact developments are having on our learners and make changes where necessary.</p> <p>To create a consistent and fair approach that all staff promote. ( school rules)</p>	4
<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> </ul>	<p>Learners' achievements in and out of school are recorded and recognised. We have well done, pupil of the week and citizen of the week certificates. We also celebrate reading achievements. Every term we have a celebration</p>	<p>To develop our outdoor space to create an effective outdoor learning resource within early/first levels.</p> <p>To continue to develop the use of effective questioning to build on Higher Order Thinking</p>	4

<ul style="list-style-type: none"> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>assembly where the children are encouraged to let us know of any achievements outwith school. Pupils receive high quality, effective feedback from staff. They understand their progress and know what they need to do to improve. Learning conversations, learning logs and quality self-assessment have greatly improved this. Our new tracking and monitoring system is robust and used very effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced. It has, and is being used as an effective tool for professional discussion.</p>	<p>Skills. To create holistic assessments to build on teacher judgements. To embed effective moderation throughout the whole school and cluster. To refresh Effective Feedback strategies from the 2017/18 SIP. To continue to implement the D&amp;G Progress and Achievement tool alongside our school tracking and Monitoring system. To investigate profiles and learning logs currently being trialled within the school and develop a consistent approach to this, developing a positive record of learner's achievements and strengths and identifying next steps in learning and enhance parental engagement.</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>Sanquhar Primary school's whole school nurturing approach has created an environment where children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p> <p>The children in the school have some knowledge about equal rights and inclusion. Some work has been done at whole school assemblies regarding equal rights, gender and disability. Having a learning centre within the school has made inclusion the norm at Sanquhar Primary and is a great tool to educate the whole school and community to be tolerant and accepting of others no matter what.</p>	<p>Create more ways to celebrate diversity be it through assembly time or whole school programme of study. That we continue to ensure that there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community. This will be taken into consideration when creating a new Positive Behaviour Policy which is school Priority 2 this coming year.</p>	4

<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <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>Most of our learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and within numeracy there is an upward trend. Very good progress is demonstrated through our new robust tracking of attainment over time in all curriculum areas and at all stages. Most of our learners are successful, confident, exercise responsibility and increasingly contribute to the life of the school and the wider community. Through our learning conversations we empower children and young people to have a say in the quality of their learning experiences and how to improve.</p> <p>Within our nursery, we have established high quality approaches that enable our toddlers and young children to develop their emotional, social, physical and cognitive skills very well. We work effectively with partner agencies to support our youngsters. Our children are confident to try new experiences, engage with new learning enthusiastically and most are making continuous progress. Our children are supported to make choices and talk about their learning. We know each child very well as an individual and as a learner and use this knowledge to ensure that significant learning is identified and very effectively built upon. Parents/carers and families are kept very well informed about their own child's progress and feel empowered to share information about their child's success beyond the setting. They feel valued and significant partners in the life and work of setting. We have a supportive and inclusive ethos with a strong climate of mutual respect and trust. We are proactive in identifying and reducing potential barriers to effective learning of our children.</p>	<p>To make effective use of holistic, standardised assessments and effective observations and use within professional dialogue sessions as a baseline to monitor progress, removal of barriers to learning/planning of appropriate interventions and identification of next steps of learning. Make effective use of this as part of triangulation of data.</p> <p>To increasingly engage our children in their learning and develop a positive record of learner's achievements and strengths further enabling them to identify their next steps in learning and add value to their achievements.</p> <p>To increase pupil voice throughout the school through the creation of effective systems to promote equity of success and achievement for all our children and young people.</p> <p>To ensure children are making progress across all aspects of their learning and development and further develop our approaches to tracking progress and achievement ensuring a coherent approach across the school and nurse. To make effective use of information and data including feedback.</p>	<p>4</p>
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Our team works hard to meet the needs and aspirations of all learners. Planning is based on prior learning and a variety of assessment</p>	<p>To develop digital literacy within the school. To further develop play based learning to create individualised learning pathways built on quality observations within early level –</p>	

	<p>strategies are used such as SNSA as an assessment tool, star tests in Accelerated reading and Scottish Criterion writing moderation. These are in place to ensure children are working to the best of their ability and that the correct interventions are in place when necessary. Play based pedagogy is providing opportunities for infants to be leaders of their own learning and apply their skills in all areas of the curriculum.</p>	<p>first level. To use the New Scottish Criterion Scale for writing moderation which includes benchmarks.</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>There has been a soft start in P1,2 and 3 throughout the whole year that enables parents and children to start the day’s learning journey together. This has created a positive ethos in the infant area. Parents are involved in their child’s daily routine. Parents have begun to deliver CAPER in the infant unit. Throughout the school there is a termly open afternoon to share the learning with parents/carers. Nursery Primary Transition with parents has been successful too. Nursery have also started weekly Stay and Play sessions. Our second year of Learning Conversations with parents has been very successful with over 95% of parents attending with their child. Parents are more informed regarding their child’s learning journey and positive relationships are made with staff. Our Vision, Values and Aims were printed onto fridge magnets and bookmarks and every household received them. This was to encourage familiarity with them. One Parent joined the management team to help develop and create the SIP. By creating many opportunities for parents to come into school it has created an ethos where parents feel welcome and comfortable within the environment and encourages a sense of belonging.</p>	<p>Implement parental engagement/soft start session within the middle and senior classes. To re-establish use of curiosity kits/story sacks within Middle and senior departments and involve parents in this initiative. Parents to help create and develop the non-fiction library. To increase the number of stay and play sessions in the nursery. To create a SIP working group including parents. To look at the School diary and investigate ways to create more opportunities for parental engagement.</p>

### 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>Play Based Learning</b></p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> <b>School Improvement</b> <b>Teacher Professionalism</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><b>1.3, 2.3</b></p>	<p>To create a learning environment where play is freely chosen, personally directed and intrinsically motivated.</p> <p>To promote playful, learner led approaches in the classroom and outdoors.</p>	<p>Review play within Nursery-P3 what has been put in place with staff, parents and children in order to further develop learning experiences.</p> <p>Staff will further familiarise themselves with documents related to play indoors/outdoors to further develop their knowledge and understanding of play pedagogy.</p> <p>Reorganisation of class bases, atrium and outdoor play to further enhance play areas.</p> <p>Good practice visits to see play based pedagogy.</p> <p>Creation of action plan to embed play based pedagogy across Early-First Level.</p> <p>Develop quality observations and floor books to implement child led learning and identify next steps for individuals.</p> <p>Review Early/First level planning to take into account principles of play based</p>	<p><b>Mrs McNay &amp; Mrs McKie will be the lead persons.</b></p> <p><b>Throughout session.</b></p> <p><b>PEF Funding – outdoor play equipment. Teacher and Classroom Assistant</b></p> <p><b>PEF Projected Spend</b></p> <p><b>Learning Assistant x 5 days = £18,000 P.E.F</b></p> <p><b>Outdoor Play development £6,500 carried forward from 2018-2019</b></p>

		<p>learning within IDL/Social Studies and Numeracy.</p> <p>Gather evidence to monitor impact of developments.</p>	
<p><b>School Priority 2</b>  <b>Health and Wellbeing</b>                  Developing resilience and respect for all.                  Implementing RSHP across the school.                  Embed nurture approaches throughout school.</p> <p><b>NIF Priority</b>                  Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b>  <b>School Leadership</b>  <b>Parental Engagement</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b>2.5, 2.6, 3.1</b></p>	<p>To recreate the school's and nursery's approach to behaviour and develop a consistent whole school policy to respect for all.</p> <p>To develop our understanding of resilience and nurturing approaches and implement our whole school programme to support our youngsters enabling parents/carers to best support their children through enhanced understanding.</p> <p>To implement RSHP across the school, develop a shared approach and specific vocabulary related to this and identify resources to support its delivery across the school and ELC. Engage parents/carers in family learning to increase understanding of programme, resources and methodology.</p> <p>.</p> <p>To develop as a communication friendly school</p>	<p>All staff to be trained by Pivotal Education on the 5 Pillars x 1 Inset day</p> <p>Consult/audit with children across the school to establish:                  How they feel about the current behaviour policy/ What the school rules are/should be. What 'being good' looks like and how this links to our school motto, vision, values and aims and to having a growth mindset/being resilient (e.g., everyone makes mistakes, it's what you do next that matters)</p> <p>Discuss with staff and establish:                  A shared understanding of what the minimum expectation is for behaviour across the school- e.g., quiet in lines, walk in corridors, greeting visitors/staff, opening doors.                  Make the distinction between the minimum expectation across the school and the minimum expectation in class, which should link to class routines- e.g., showing you are ready to learn, how/when to work with a partner, presentation of work, etc.                  Agree maximum of three 'visible consistencies' across the school that <u>all</u> staff must enforce- what are the non-negotiable actions that we expect of everyone in our school? How do these actions help us to live the school values and motto?</p> <p>Embed the visible consistencies over eight weeks. All staff required to reflect</p>	<p><b>2 x CAT Session/ Inset time throughout session</b></p> <p><b>Working Parties x 4 sessions</b></p> <p><b>Lead Ashley Weir</b></p> <p><b>PEF Projected Spend</b>  <b>Nurture - Learning Assistant x 5 days = £18,000 P.E.F</b>  <b>Boxhall Profiles (Online) £200.00</b></p>

		<p>on how it is going via a Friday post it note on the share wall in staffroom. Use these reflections to track implementation.</p> <p>Create Promoting Positive Behaviour Policy</p> <p>Restorative Practice, Respect for All &amp; Resilience training- all staff implementing Emotional Literacy packs to ensure consistency. Review whole school RSHP programme. Create family learning opportunities to share developments ensuring coherent approach.</p> <p>Continue implementation of whole school nurturing approach. Implement baseline Boxhall Profiles. Investigate Whole Schools Nurturing Award.</p> <p>Investigate and Implement Strategies re Communication Friendly School.</p> <p>Working Party to create Anti Bullying Week Activities. Create anti bullying policy.</p>	
<p><b>School Priority 3</b> <u>Effective Teaching of Numeracy and Assessment, Moderation and Profiling</u></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap</p>	<p>To raise attainment in Numeracy across the school through analysis of data, development of consistent learning and teaching approaches, creation of holistic assessments and embed moderation.</p> <p>To revisit effective questioning and feedback strategies in order to close the gap for youngsters.</p> <p>Investigate profiling tools across the school to showcase learner's</p>	<p>Within Numeracy/Mathematics baseline assess all children P1-P7 using standardised assessments. Interrogate data of assessments - What are the common themes? Where are the gaps? What areas are being consistently achieved? How can a balanced coverage of skills be achieved? Identify next steps for individuals. Increase staff confidence in own professional judgement.</p>	<p><b>2 x CAT sessions Numeracy/Holistic Assessment and Inset time.</b></p> <p><b>PEF Spend Learning Assistant – Targeted Numeracy Interventions 3 days £10,800 PEF</b></p> <p><b>3x CAT sessions Assessment</b></p> <p><b>Inset time to investigate good</b></p>

<p>between the most and least disadvantaged children and young people</p> <p><b>NIF Driver Assessment of Children's Progress Teacher Professionalism Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC Qis 1.1, 2.3, 3.2</b></p>	<p>achievements.</p>	<p>Audit – Where are we on our maths journey? What is going well? What areas need improvement? How can we achieve this? What does being a maths learner look like in each class/stage throughout the school? Where do we plan to go next? How do we support our more able learners?</p> <p>CLPL - What does an effective lesson in numeracy /maths look like? CAT session</p> <p>CAT session– Holistic Approach and Assessments. Review opportunities and experiences children have to relate maths learning to real life contexts. Can they transfer maths skills regardless of context? Creative approaches of teaching numeracy and mathematics to be developed; making links through all areas of the curriculum, outdoor learning and using I.C.T effectively. Develop consistent assessments at key points to build a deeper understanding of pupil's breadth of knowledge.</p> <p>Professional Reading CAT - Outstanding Formative Assessment – Shirley Clarke focus on questioning/ effective feedback. CAT - Professional Dialogue CAT x 2 – Practitioner Enquiry and sharing of good practice.</p>	<p><b>practice Profiling/Learning Logs</b></p>
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## School Improvement Plan

## Appendix 1

School Priority 2

### Additional Class Teacher to support challenging class

At the start of the year there were 30 pupils in P7. There are currently 29 pupils as one pupil has moved away with his family. Another pupil accesses the Learning Support Centre full time. The remaining 28 pupils are split into a class of 13 and 15.

The parents were asked for feedback on how they feel the smaller classes may have benefited or not benefited their children.

### Out of 28 parents 25 responded.

When asked if they thought being in a smaller class with fewer pupils had benefitted their child in any way the results were;

Yes – 21

No – 2

Don't know – 2

### Parental comments for Yes

- She has more confidence now
- It has helped her concentrate
- She has got on better with the small class and made more friends
- He has coped better and the teacher can help him more
- He's had less chance to carry on
- The behaviour has been better
- It's been ok for him. He can't get distracted as much.
- She isn't in as much trouble this year in class.
- She is more confident and happier.
- He is more settled this year which is good before next year.
- It is good as they are a closer group and there is more teacher support.
- This has been good before they move on to the academy.
- It has been beneficial because of improved behaviour and more support from the teacher.
- It's good as she has more support in class from the teacher.
- She has really done well this year because of the small class. She is more confident.
- My child gets more help if needed. I think this is a great idea for P7 class as they are getting a lot more one on one with the teacher which is great for them going to the Academy.
- Easier access to her teacher.
- She has gained a lot more confidence being in a smaller class.
- More time spent to help, more time to get to know individual pupils, less conflict and better concentration
- Pupils get more time with the teacher

Parental comments for No

- He hasn't made the most of a great opportunity.
- The level of education hasn't been any different than what my other 2 children received in P7, in larger classes. I don't believe education is individualised enough for certain pupils – my son being one. I believe my child could have had much higher attainment had different learning techniques been used and different approaches to 'difficult' behaviour been used.

Parental comments for Don't Know

- It's been good but she is who she is.
- It wouldn't have made a difference to her.

**School Improvement Plan****Appendix 2**

School Priority 2

**Additional Class Teacher to support challenging class**

At the start of the year there were 30 pupils in P7. There are currently 29 pupils as one pupil has moved away with his family. Another pupil accesses the Learning Support Centre full time. The remaining 28 pupils are split into a class of 13 and 15.

The pupils were asked for feedback on how they feel the smaller classes have benefited or not benefited them.

**Out of 28 pupils 24 responded.**

When asked if they thought being in a smaller class with fewer pupils had benefitted them in any way the results were;

Yes – 15

No – 3

Don't know – 6

The comments from the pupils were very mixed. Although someone may have selected yes, they thought the smaller class had helped them, some also included comments about ways in which it had not helped.

Pupils who selected YES		
It has helped	It hasn't helped	Other comments
<ul style="list-style-type: none"> <li>● If you are stuck you can put your hand up. The teacher won't have to rush explaining it to you because there aren't as many pupils.</li> <li>● I get more time with the teacher if I am stuck on anything and I get to speak out more. I also feel more confident.</li>   <li>● It feels like the teachers have more time to help. I feel more confident to put my hand up in class, to stand up in front of the board and answer a question because there are less people.</li> <li>● We don't get in as much trouble, we get more opportunity and more support on things you struggle with.</li> <li>● I am not with (friend's name) and I'm not always getting into trouble.</li> <li>● Confidence has grown since P6 a little.</li>   <li>● I have been helped more and spoken to more.</li> </ul>		<ul style="list-style-type: none"> <li>● It's better for your learning environment.</li>   <li>● I liked having to do the Scots song because when I sang in front of the class it was easier because there were less people looking at you.</li> <li>● I really like the competitiveness between the two classes. It adds a bit of fun to school and lessons.</li>   <li>● I wish there was a boys and girls class</li> <li>● All of my friends are in the other class so it is hard to speak in front of my class.</li> </ul>

<ul style="list-style-type: none"> <li>●I'm more confident and I get more attention from the teacher.</li> <li>●It's easier to work and it's quieter and the teacher can get to you quicker without holding your hand up for 2 hours.</li>   <li>●We got to do more stuff together.</li> <li>●More time with the teacher</li> <li>●It's helped me with my learning. You get a longer time spent with you if you are stuck.</li> <li>●It has helped me to get more help in my work and other things. There is not as much bad behaviour.</li> <li>●You get help quicker. You get allowed to speak more: put your hand up and be heard. You get more confident.</li> <li>●We get more 1 to 1 help with problems, it makes it easier for us to get a say and we gain more confidence.</li> </ul>	<ul style="list-style-type: none"> <li>●Some people act out more</li>   <li>●Friend ways</li>   <li>●We all constantly work with the same people. Sometimes it would be nice to work with people you normally wouldn't. Sometimes a change is nice.</li> </ul>	<ul style="list-style-type: none"> <li>●I have been split up from my friends and when it's a wet break/lunch we don't get to see each other and it's not fair.</li>   <li>●I'm not with my friends</li> </ul>
<p>Pupils who selected NO</p>		
<p>It has helped</p>	<p>It hasn't helped</p>	<p>Other comments</p>
<ul style="list-style-type: none"> <li>●We got more help</li> </ul>	<ul style="list-style-type: none"> <li>●I am in a class with people who are better than me at math and it's hard to catch up</li> <li>●It made me feel worse</li> <li>●I get noticed more when I'm talking and then I get blamed for talking when it's not me.</li> </ul>	<ul style="list-style-type: none"> <li>●I would not recommend it</li> </ul>
<p>Pupils who selected DON'T KNOW</p>		
<p>It has helped</p>	<p>It hasn't helped</p>	<p>Other comments</p>
<ul style="list-style-type: none"> <li>●You have more opportunities as a class and generally get to do more things. If you're struggling on a particular thing there is a higher chance you will go over it as a class.</li> <li>●It has made me more confident and has helped me stop comparing myself.</li> </ul>	<ul style="list-style-type: none"> <li>●In a wee class I feel I get picked on. The other class also say they are smarter. I feel I am distanced from my best friend.</li> </ul>	<ul style="list-style-type: none"> <li>●In the playground you feel like you have missed out on your last year together.</li> </ul>

<ul style="list-style-type: none"><li>●It has helped me concentrate in class and I get more help from the teacher.</li></ul>	<ul style="list-style-type: none"><li>●Some people still disrupt each other.</li></ul>	<ul style="list-style-type: none"><li>●Better if the classes were split into boys and girls (this comment was made 3 times by this group)</li></ul>
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## P7 Reading Levels

Child	May 2018	May 2019
1 P7C ✓	F3	S3
2 P7C ✓	F1	F3
3 P7C ✓	F2	S3
4 P7S ✓	S1	T1
5 P7S	S3	T2
6 P7S ✓	S2	T1
7 P7C ✓	F2	S3
8 P7S	S2	T1
9 P7S ✓	F2	S3
10 P7C ✓	S3	T1
11 P7S ✓	F3	T1
12 P7C	S3	T1
13 P7S	S2	T2
14 P7S	S3	T2
15 P7C	S2	T1
16 P7S	S2	T1
17 P7S	F2	S3
18 P7C ✓	F2	T1
19 P7C	S3	T1
20 P7C ✓	F3	S3
21 P7S	S1	T1
22 P7C	F3	S3
23 P7S ✓	S3	T2
24 P7S ✓	S3	T1
25 P7C ✓	F3	S2
26 P7S	S2	T1
27 P7C ✓	F3	S2
28 P7S	S1	S2

## Key

P7C - Mrs. Clark

P7S - Miss Shepherd

E - Early level

S - Second level

T - Third Level

1 - Beginning to learn at level

2 - Some progress through level

3 - Very good progress through level

✓ - Split class targetted children

 - Above target

 - On target

 - Below target

## Appendix 3

## Appendix 4