

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

**School:** St Andrew's R.C. Primary

**Date:** May 2019

# 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims

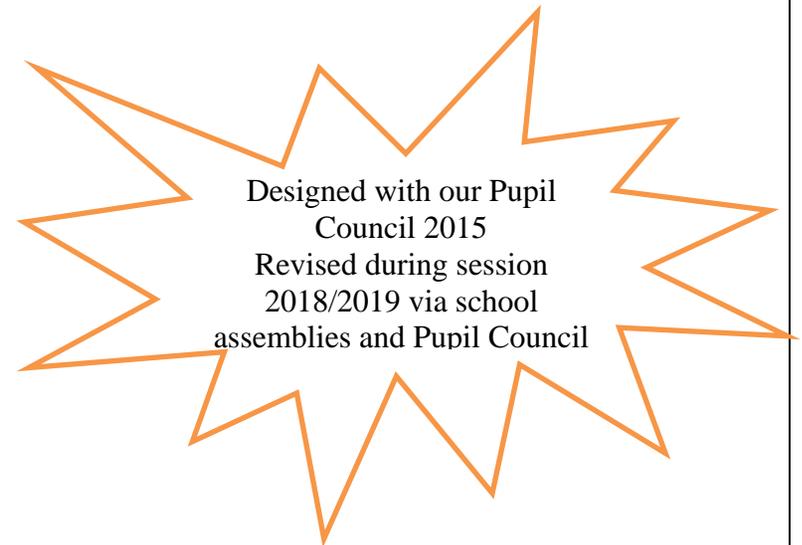
### School Statement

## What our school means to us.

Being creative      Faith and family      Being responsible      Fun in our learning      Gospel Values      Confidence to learn      Trust  
Being safe      Being successful      Partnership      Being there for me      Being effective      Keeping going and not giving up  
Thinking about everyone all over the world      Showing what we can do



**Review Date:**  
**Next review- 2020/21**



**Our Curriculum Rationale (summary)**

The curriculum in St. Andrew's Primary is defined as the totality of the experiences each child receives in their learning.

Its purpose is to offer a coherent, broad, general education throughout, but one that is grounded in several key themes.

The curriculum is embedded within an ethos of Catholic Christianity and its impact on community.

It focuses on enabling our young people to be literate and numerate.

It provides a progressive approach to developing creative, cooperative, imaginative, lifelong learners who communicate confidently and embrace the challenge of solving problems (in their widest sense) in an increasingly skilled manner.

The curriculum actively promotes fitness and health, inclusion, charity and tolerance.

It does all this within an ongoing commitment to making learning fun for children, engaging them through technologies and maximizing their talents and those of adults within the context of our school, community and wider world.

*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>Skills for Learning Life and Work.</b></p> <p><b>NIF Priority</b> <b>Improvement in Employability Skills</b> <b>Improvement in young people's health and well-being.</b></p> <p><b>NIF Driver</b> <b>School Improvement</b> <b>Teacher professionalism</b> <b>School leadership</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> 2.2 2.3 2.4 3.1 3.3</p>	<p>Improved personal organization in learning.- Our young people will be better prepared for the world of work. They will be resilient, adaptable and value the skills they acquire.</p> <p>Clarity of what the children should be able to do was improved through the inclusion of the benchmarks for planning for assessment across the school curriculum, including in our pre-determined planned IDL bundles. Skills within the bundles/benchmarks were identified at each stage and level by teaching staff via CAT meetings.</p> <p>Clear pathway of leadership skills and opportunities for all children is developed and applied across the school curriculum.</p> <p>Our programme of outdoor education has once again demonstrated increased levels of personal confidence, responsibility and organization. All P7 pupils fulfilled the 5 part programme over the academic year reported that it is something they would recommend to others. Feedback from them clearly identifies how they had to overcome fears, support one another, communicate effectively and believe they could succeed. They experienced sailing, kayaking, mountain biking, orienteering and rock climbing. Verbal feedback from the class and individuals shows that the group dynamic built confidence, especially in those who needed it most and had to overcome the greatest level of trepidation.</p> <p>Pupils in P6 and P7 were introduced to the structure of cooperative working recommended through Lego Wedo STEM activities in cooperation with local authority RAISE team.</p> <p>Continued focus on listening and talking through speech making resulted in all four pupil representatives making the final of the Dumfries Speech Making</p>	<p>Use of Lego Wedo as a focus for developing skills of cooperative working, including individual and group organization and leadership. – replaces outdoor education programme due to removal of that service from local authority. Two staff with LegoWedo training to cascade training to other staff via CAT.</p> <p>Use of our revamped garden/cooking facilities as an important curriculum resource that is integral to planned well-being/ food technology teaching.- pre-planned as part of IDL bundles. Finacial 'consumables' plan/system required for school to enable easy staff access to necessary food/gardening/technology consumables.</p> <p>Management and CTs to monitor and track skills for life and work</p>

	<p>competition run by Rotary Club. This was topped by one of our pupils winning the overall competition.  CAT development for teaching staff took place to identify the leadership opportunities within our planned curriculum.</p> <p>School has a structure to support emotional wellbeing and actively promotes a common approach to developing the confidence and skills to express feelings appropriately.</p> <p>The 'Emotion Works' programme has been introduced across the school with particular focus on present P6 class. Initial feedback from a focus group of P6 children via a professional enquiry project over a period of twelve weeks suggests that all who responded were experiencing significantly increased levels of confidence in terms of having a common vocabulary to express emotion.</p> <p>Wellbeing through sport and activity was also focused on with the following awards gained. SFA Gold award for Community. Sport Scotland Gold Award. Junior Park Run Gold award.</p> <p>The connection between well-being and food awareness instigated a project with the University of Tennessee to further integrate the lessons of our successful gardening club into the whole school curriculum. Providing further opportunities for skills for learning life and work through this development is another of its priorities. To this end students and lecturers from University of Tennessee (through Glasgow University) helped to revamp our garden area and food curriculum with these goals in mind.</p> <p>Through the application for and award of a 'Food for Thought' grant the school also purchased new cooking equipment to enable the natural journey of food to be complete as a curriculum element.</p> <p>HT now meets CAMHS primary mental health worker twice per academic year to discuss general mental health approaches for the school as a whole and more specific strategies for our vulnerable children.</p> <p>Creativity.- Children will be increasingly motivated to explore and challenge assumptions and take ownership of their own learning and thinking. They will be increasingly able to make connections across disciplines, envisage what might be possible, explore ideas, and seek and justify solutions.</p> <p>Has resulted in increased number of pupil lead clubs- rock band, art, floorball, basketball, floorball, cricket as well as choir (teacher lead).  Every class has a celebration of learning in the year to which parents/guardians are invited.  We have an end of year art exhibition planned- art teacher planning and advertising event for last week of term, inviting in local community to celebrate art work by children from throughout the academic year.</p>	<p>within planning benchmarks.</p> <p>Share gardening practice with teachers- club leaders lead a CAT meeting on this training.</p>
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	<p>Maths problem solving public board- adults and children can solve/ submit problems that are put on whiteboard in corridor.- this has been going for a year and is always popular with certain people, and is encouraging more all of the time.</p> <p>Children's knowledge of next steps in their own learning continues to improve. Classroom observations show that learning intentions and importantly, success criteria are shared as a matter of routine in all classes.</p>	
<p><b>School Priority 2: Improve achievement and attainment for the most disadvantaged in school.</b></p> <p><b>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</b></p> <p><b>NIF Driver School improvement</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b></p>	<p>Disadvantaged learners clearly identified including through use of new SNSA data</p> <p>Monitoring and tracking of all learners, including disadvantaged, now takes into consideration the breakdown of data offered by SNSA feedback. Planned attainment meetings between individual CTs and the SMT now include SNSA data as a key point for discussion with other evidence. SNSA assessments for P4 and P7 take place in November so that findings can influence next steps during the course of the same academic year. P1 tests are completed in June.</p> <p>Areas for improvement clearly identified. Strategies for recovery/ closing gap put in place. Closing the literacy gap. Closing the numeracy gap. Closing the resilience/self-belief gap.</p> <p>Attainment meetings result in tailored groupings/individual remedial work with identified staff. PEF funds have been used to buy in teacher time to support the identified areas of need. All disadvantaged children who have identified need receive such help through these teachers. A sample of two of these children who were identified as requiring closing the literacy gap reading intervention have demonstrated a 1 year 6 month and 1 year 5 month improvement respectively in their reading age over a 10 week block (3 sessions per week). During the same period their speedy recognition of words increased from 133 to 365 words for the first child and from 196 words to 409 words for the second child. All in all the sessions help them to be able to read with greater speed and fluency.</p> <p>Moderation within school, within cluster and across local authority increasing teacher confidence of achievement of a level, particularly in relation to holistic assessment.</p> <p>Monitoring of planning for assessment highlighted an over reliance on the criteria used in Big Writing as a means of gauging attainment of a</p>	<p>Maths recovery training for staff.</p> <p>Commit to and take part in SWEIC moderation work initiatives. Cluster moderation plan to include clearly predicted budget expenditure from cluster moderation budget.</p>

	<p>level in writing. We have moved to the system of deciding attainment of a level based on our three points in a level curriculum scale which puts benchmarks at the centre of planning and decisions around achievement of a level. We have had these three levels within each level for some time so have decided to use these for our tracking of attainment. This brings writing in line with the rest of our planned curriculum in terms of tracking attainment.</p>	<p>Local authority intimated some time ago it wished schools to share a common four point scale within each level, but no final decisions/timescales have been finalized by them as yet. We will have to move to this as and when that happens which will include altering our planning for assessment.</p>
<p><b>School Priority 3:</b></p> <p><b>Improvement in whole school self-evaluation.</b></p> <p><b>NIF Priority</b></p> <p><b>NIF Driver</b> <b>School Improvement</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b></p>	<p>Regular collection of pupil opinion/data to inform immediate practical changes as part of every day learning.</p> <p>All teachers collected data on their nursery/class/ a class group in line with 'small test of change' methodology and in relation to a class development of their own choosing. Areas chosen were: emotional resilience, mental maths, writing, personal talk, Emotion Works, Spelling, reading recovery and Fast Lane reading. All data was available via Teachers Community. 2 teachers completed formal 'small test of change' methodology training.</p> <p>Example – In mental maths- work with P1 demonstrated significant improvement in addition for an identified group of 6 pupils over a ten week period from November to end of January.</p> <p>Pupil Council format continues to give every child in school a direct opportunity to input views during an academic year. Every child takes part in at least one Pupil Council session every academic year.</p>	<p>To continue to develop our use of professional enquiry to improve outcomes for learners through using evaluative data intelligently.</p> <p>Continue to look for ways to gather focused data.</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</li> </ul>	<p>End of year attainment summary for children identified under PEF criteria shows that 75% of children who come under SIMD or FSM criteria are either meeting or exceeding their national level expectations at P1, P4 and P7. Data from PEF demonstrates a range of improvement.</p> <p>PEF spelling groups progress charts show that although some children still have 'off' days in spelling there is a greater level of consistency as a whole at a significantly higher level, after 19 weeks of input. It also demonstrates that the input is at an appropriate level for the identified children. We have still to complete Single Word Spelling Tests to demonstrate level of progress from pre-input test but we are confident of significant progress given data feedback from data charts.</p>	

to learning and ensuring equity for all?

Similarly, reading programme data from a sample of three children identified via attainment meetings and ASL meetings between teacher and ASL teacher, showed significant improvements for all three over a 15 week period in the first half of the year.

The same programme enabled similar progress for another group of three children in term three and another group in term 4.

*A sample from these children showed the following- . A sample of two of these children who were identified as requiring closing the literacy gap reading intervention have demonstrated a 1 year 6 month and 1 year 3 month improvement respectively in their reading age over a 10 week block (3 sessions per week). During the same period their speedy recognition of words increased from 133 to 365 words for the first child and from 196 words to 409 words for the second child. All in all the sessions help them to be able to read with greater speed and fluency.*

Either because of greater awareness around emotional barriers to learning, or a greater number of instances of such barriers, action around this was planned in school. PEF enabled the introduction of the 'Emotion Works' programme across our school with P6 providing the greatest focus as a small test of change. As stated earlier, over a twelve week block with a focus on feedback from 5 children in the class, data strongly indicates that all in the group experienced a significant increase in confidence around such things as the vocabulary of expressing emotions. Feedback from the remainder of the school will take longer to gather but initial feedback is positive. This work will need to be part of the school maintenance agenda.

Some of our families continue to face financial barriers to learning in terms of providing experiences for their children when cost is an issue. We have a system in place to ensure we include all, with PEF helping especially when it comes to experiences around health and wellbeing and skills for learning life and work. No family misses out due to financial difficulties. With cuts in core school budget along with cuts in local authority resources such as outdoor education, these systems to protect vulnerable families are key. Experiences around skills for life and work are key to building learning confidence and personal resilience. We will continue to invest in them. Recent national research suggests the 'experiences gap' is even wider than the 'attainment gap'. If we are serious about the impact of adverse childhood experiences on attainment and achievement then we need to be brave enough to provide positive experiences around health and wellbeing and skills for life and work. PEF is enabling us to support our more vulnerable families in these terms- examples include cooking, gardening and outdoor education programmes. Skills for learning life and work will continue to be a focus but this year alone, as well as directly supporting learning for vulnerable children PEF has enabled us to provide new gardening (raised beds and potting shed) and cooking facilities (cooking stations) that are becoming integral parts of our curriculum. Our vulnerable children need these self sufficiency skills, as we all do, but they provide opportunities to lead, communicate purposefully and appreciate and care for their environment in a manner that is especially important for those whose personal adverse experiences may not be financial, but are of adverse attachment and the like.

So in short, PEF is supporting learning in the core areas for our most needy/vulnerable children, providing positive experiences that support the development of positive relationships, and enabling teaching and

learning around personal well-being and managing emotions.

Feedback from parents this year has begun to show that a breakfast club may be required in school.-This will be one focus during the next academic year with some PEF funds allocated to support further investigation of the exact needs.

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>The school has jointly developed, well shared and embedded vision, values and aims relevant to its school and community. They have evolved with the opinions of children being central. They are updated via pupil council and school assemblies. Strategic planning takes into consideration school, local authority and national priorities. PEF spending is based on priorities identified via continuous self-evaluation including the use of available data. Attainment priorities are arrived at via meetings between staff, including planned attainment meetings between individual teachers and management twice per year. School Improvement Planning is shared with parents and wider community via Parent Council, school blog and a welcome display screen at entrance to school. Staff are encouraged to find creative solutions for the curriculum we have developed as evidenced by engagement with outside agencies such as RHET and education services such as the RAISE team to introduce LegoWeDo as a basis for STEM and skills for learning life and work priorities.</p> <p>Management and teaching staff take an active role in leading change. Development meetings, including INSET are planned in line with the SIP priorities. There is a mutually supportive, constructive approach to development amongst staff. Staff work collaboratively with each other and other establishments/sectors in line with SIP priorities as evidenced by inter school/cluster moderation activities, transition arrangements as well as developing curricular links by joint teaching of French for P6 and 7 at the cluster secondary school. Developing professional</p>	<p>Stronger systems in place to ensure that the success of new development work does not come at the price of lessening impact in other areas.</p> <p>Introduction of Minnie Vinnies (Junior St.Vincent De Paul) group as another way to impact positively on local community and be key driver in Pope Francis Faith Award scheme for P6 pupils. All P6 pupils to become part of Minnie Vinnies as they transition into P6. (feedback from group will help drive change priorities for following year group).</p> <p>Ensure nursery electronic tracking of progress system has i-pad internet access so that children can share directly, teacher/nursery nurse input via i-pads.</p> <p>Parental engagement- Through active listening, continue to build meaningful partnership with various elements of our parent body, including EAL and those requiring other supports.</p>	<p>5</p>

	<p>teacher relationships across sectors has begun to bear fruit, such as our cluster maths newsletter/sharing success which was initiated by teaching staff across sectors.</p> <p>Senior leaders provide committed leadership enabling the school and community to develop appropriately. The opinions/views/needs of stakeholders are listened to/gathered in an ongoing manner and directly inform next steps in strategic planning. Leadership of change is distributed, with staff taking on a variety of leadership of change responsibilities according to need, interest and stage. All teachers take on professional enquiry which influences change. There is a collegiate approach to improving understanding and adapting to change. This is linked to PRDs. Parents, through the Parent Council, lead key issues, effect change and contribute to development, for example recent changes to car park safety, communication via digital technologies and our new approach to reporting in line with national expectations. In the last year members of Parent Council have developed a school uniform bank designed to serve all school communities in Dumfries.</p> <p>Time for professional dialogue is planned, agreed and valued as being core to collegiate development.</p> <p>Pupil opinions help to influence and lead change .- example of this is how they (through Pupil Council) have helped to revise the criteria against which monitoring observations of classroom practice take place. These criteria are shared with all. All pupils take part in the Pupil Council over the course of each year as part of a rolling programme of participation.</p> <p>A new system of electronically tracking progress of nursery children enables parents to get easy access to how their child is doing. Feedback from nearly all parents has been positive.</p>		
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<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>Monitoring including observations by management of class learning and teaching demonstrates:</p> <ul style="list-style-type: none"> <li>- Most children can talk about targets/next steps in learning.</li> <li>- All classes consistently use success criteria to share purpose and reflect on learning.</li> <li>- A variety of approaches to differentiation is evident in all classes to meet need.</li> <li>- All teachers work with ASL and PEF funded staff to identify gaps and address need.</li> <li>- Individual teachers work with school management to formally share data, identify need and plan for next steps twice per year.</li> <li>- SNSA assessments at P4 and P7 are completed in November to enable time to address identified gaps during the same academic year.</li> <li>- All teachers have begun to use holistic assessments as part of planning for learning across the curriculum.</li> <li>- Benchmarks are used as a fundamental part of planning for learning across the whole curriculum.</li> <li>- Levels of pupil choice and leadership in learning are resulting in creativity and engagement for example- pupil lead activities to engage with charities as part of their Pope Francis Award activities.</li> </ul> <p>Achievement, individual and collective, is celebrated at a school level via assemblies, school blog and local media. Successes have been many including a variety of sporting successes, national mathematics awards, charitable donations, speechmaking, music awards and so on.</p> <p>Engagement has also benefited from work with a</p>	<p>Continued focus on developing planning, understanding, interpretation and manageability of holistic assessment processes and next steps.- continue to develop our bank of assessment exemplars of 'achievement of a level' from school, cluster, local authority and SWEIC moderation activities.</p> <p>Continue to refine collection, collation and interpretation of focused data for improvement.</p> <p>Continued development of skills for learning, life and work with staff, pupils and parents.- Share SLW information with parents.</p> <p>Pupil awareness of the benchmarks needs to improve.</p> <p>Continue to build school's own assessment bank to enable a quick understanding of the individual needs of children who come in to the school. Have a clear system of checking (check list) their needs based on observation, speaking with child and parents, gathering evidence from previous school and specific assessments such as SWST. Look particularly at resources to enhance assessment of numeracy in these situations and recovery if required.</p> <p>Ensure that our monitoring and tracking systems, including observations of learning are backed up with clear evidence in maintenance as well as development areas.</p> <p>Move SNSA assessment earlier in the academic year (to September from November at present) to maximise their diagnostic assessment potential for the academic year ahead.</p>	<p>5</p>

variety of outside agencies, including Active Schools, Rotary Club, Outdoor Education, local and diocesan faith community, police, politicians, University of Tennessee, RHET and a wide range of professionals who took part in our annual careers afternoon where our children get to meet professionals of their choice to find out about careers.

Monitoring of planning for assessment highlighted an over reliance on the criteria used in Big Writing as a means of gauging attainment of a level in writing. We have moved to the system of deciding attainment of a level based on our three points in a level curriculum scale which puts benchmarks at the centre of planning and decisions around achievement of a level. We have had these three levels within each level for some time so have decided to use these for our tracking of attainment in writing to correct the balance and simplify the process. This brings writing in line with the rest of our planned curriculum in terms of tracking attainment.

There is a significant concentration of need in this year's P4. The class has historically had a number of individual needs such as EAL. Over one third of the class have joined in the last two years, with one quarter joining this year alone, many with their own specific, individual learning needs. Learning what those needs are has proven to be a challenge.

Outside of our normal P1 enrolment, our school has had 15 pupils come in at other points in the academic year.

<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>Average weekly attendance for pupils in the school and nursery together after 35 weeks of the current academic year has our average weekly attendance at 95.9%.</p> <p>Families whose child’s attendance dips below 90 percent are monitored with letters encouraging a supportive conversation with the school going out between the 85% and 90% level. In circumstances where support requires the work of other agencies, it is sought and appropriate meetings called when necessary. This is rare.</p> <p>The ‘Emotion Works’ programme has been introduced across the school with particular focus on present P6 class. Initial feedback from a focus group of P6 children via a professional enquiry project over a period of twelve weeks suggests that all who responded were experiencing significantly increased levels of confidence in terms of having a common vocabulary to express emotion.</p> <p>Wellbeing through sport and activity was also focused on with the following awards gained. SFA Gold award for Community. Sport Scotland Gold Award. Junior Park Run Gold award.</p> <p>The connection between well-being and food awareness instigated a project with the University of Tennessee to further integrate the lessons of our successful gardening club into the whole school curriculum. Providing further opportunities for skills for learning life and work through this development is another of its priorities. To this end students and lecturers from University of Tennessee (through Glasgow University) helped to revamp our garden area and food curriculum with these goals in mind.</p> <p>Through the application for and award of a ‘Food for Thought’ grant the school also purchased new cooking equipment to enable the natural journey of food to be complete as a curriculum element.</p> <p>HT now meets CAMHS primary mental health worker twice per academic year to discuss</p>	<p>Ensure Emotion Works momentum is maintained and visible across the school. -Include in assembly work and share via communication with parents.</p> <p>Continue to support and develop our effective health and well-being partnerships through our cluster health group.</p> <p>Continue to work with our EAL community to further evaluate how to meet developing need.</p>	<p>5</p>
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	<p>general mental health approaches for the school as a whole and more specific strategies for our vulnerable children.</p> <p>School assemblies include regular focus on equality and inclusion in various forms with direct reference to issues for society such as discrimination, intolerance and via our school community generated values such as 'being there for me', 'trust', 'thinking about everyone all over the world' which are embedded within our 'Gospel values'.</p> <p>Our Pope Francis Faith Awards scheme involves all of our P6 and P7 children being involved with making a positive difference to others in the community. It enables pupils to generate their own idea and see them through for the benefit of others. Our Lenten appeal for SCIAF raised £500 for overseas appeals in Africa and Asia. It is an annual appeal that the school is committed to.</p> <p>Approximately 10% of our school has EAL. 75% of EAL children within classes P1, P4 and P7 are meeting the nationally desired attainment levels. Increasing numbers of our EAL families face financial challenges so PEF is becoming more relevant in that regard.</p>		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners'</i></li> </ul>	<p>Attainment meetings result in tailored groupings/individual remedial work with identified staff. PEF funds have been used to buy in teacher time to support the identified areas of need. All disadvantaged children who have identified need receive such help through these teachers. A sample of two of these children who were</p>	<p>Continue to monitor the consistency of planning for assessment, especially in writing, particularly to <b>ensure</b> that planned benchmarks are <b>used effectively</b> and <b>evidenced</b> as core component in practice of decision making process.</p> <p>Maths recovery- have trained staff in this area.</p>	<p>4</p>

<p><i>achievement</i></p> <ul style="list-style-type: none"> <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>identified as requiring closing the literacy gap reading intervention have demonstrated a 1 year 6 month and 1 year 5 month improvement respectively in their reading age over a 10 week block (3 sessions per week). During the same period their speedy recognition of words increased from 133 to 365 words for the first child and from 196 words to 409 words for the second child. All in all the sessions help them to be able to read with greater speed and fluency.</p> <p>Moderation within school, within cluster and across local authority increasing teacher confidence of achievement of a level, particularly in relation to holistic assessment.</p> <p>SNSA results show that attainment in literacy at end of P1 shows that 72% of learners in band 6 or above, 22 % in band 5 and 6% in band 4.</p> <p>Attainment in numeracy at the same stage is as follows- 78% of learners are in band 6 or above and 22% in band 5.</p> <p>In P4 (<b><i>taken in November 2018</i></b>) results in reading were as follows- 16% in band 9 and above, 24% in band 8, 36 % in band 7, 16% in band 6, 4 % in band 5 and 4% in band 4.</p> <p>P4 writing showed a similarly large range- 21% in band 9 and above, 29% in band 8, 21% in band 7 and again in band 6 with 4% in each of bands 5 and 4.</p> <p>P4 numeracy results were quite different. 8% in band 9 and above, 20 % in band 8, 16% in band 7, 44% in band 6 and 12 % in band 5.</p> <p>P7 results (<b><i>again in November 2018</i></b>) –                  Reading – 22% band 11 and above                  19% band 10                  38% band 9                  9% band 8                  6% band 7                  6% band 6.</p>	<p>Ensure mental numeracy and problem solving continue to have a high profile in day to day practice.</p> <p>Improve richness of school environment, outside and in, in terms of text and numeracy.</p> <p>Consider trying to facilitate extending adult/pupil one-to –one ratio for pupils taking SNSA, especially the most vulnerable, in order for pupils to feel secure when demonstrating their best understanding.</p> <p>One clear area for improvement is with Accelerated Reader books for the older pupils/ It is clear from pupil and teacher feedback that we need to invest in a wider range of engaging reading material for our most mature readers. Pupils will be involved with selection of material.</p> <p>Focus on good practice (Acc Reader) for teachers as part of CAT development.</p> <p>Further development of engagement with EAL parents. Pupils with EAL parents now make up around 10% of the school pupil population.</p> <p>With teachers moving to new stages in the new academic year, pace and challenge needs to be the key theme behind monitoring learning and teaching and specifically professional organization and planning of all staff, to <b>ensure</b> best opportunities for all learners .</p> <p>Continue to engage with SNSA materials and advice to improve our analysis of data still further.</p> <p>Continue to build planned school and cluster moderation opportunities into collegiate meeting time.</p> <p>Identify and encourage staff training as QAMSOS across cluster.</p>	
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	<p>Writing results for P7 were  9% band 11 and above  28% band 10  25%band 9  22% band 8  13% band 7  3% band 6</p> <p>Numeracy for P7  13% band 11 and above  25% band 10  25% band 9  34% band 8  3% band 6</p> <p>SNSA tests that were taken by a few P4 pupils later in the year demonstrate the benefits of having an adult with them as reassurance while taking the assessments- concentration seems to improve.</p> <p>Corresponding levels of attainment in P1, 4 and 7 are as follows:</p> <p>P1-Reading- 95%  P1-Writing – 85%  P1 L&amp;T – 85%  P1Numeracy- 95%</p> <p>P4 as follows:  Reading – 82%  Writing – <b>79%</b>  L&amp;T – 82%  Numeracy-79%</p> <p>P7 as follows:  Reading-84%  Writing- <b>75%</b>  L&amp;T- 81%  Numeracy- 91%</p> <p>75% of EAL children within these classes are</p>		
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	<p>meeting the nationally desired attainment levels.</p> <p><b>Accelerated Reading</b> is embedded across the school with pupils accessing it as readers at all stages. Feedback from pupils highlights that they find it helps their enjoyment, including longer books- it tests them- books can be cool - they get to choose and things such as 'word count' help motivation.</p> <p>Engagement at the top of the school has dropped off somewhat in the last year. Pupils clearly state that a wider selection is required at this point. Word count range for classes (based on words in books that have quizzes passed) is from 6109 words for the few children in P1 who have started to take quizzes, to 11 079 207 words for P6. P7 total of 6 076 816 words demonstrates a tangible difference in terms of the level of engagement for which the feedback above was sought.</p>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>St. Andrew's Primary's curriculum was developed and continues to be adapted according the curriculum rationale stated near the beginning of this document. As practice evolves and need and experiences change, the curriculum changes accordingly. Recent and continued focus will be on developing and evolving the embedded skills for life and work that we plan in our curriculum. Skills and habits that encourage leadership, valuable group contributions, emotional wellbeing, organisation and resilience, as well as creativity and problem solving will continue to be sought and bled into the curriculum as a whole. Over the last academic year, work with partners has enabled contexts for our curriculum to be wide and varied. Amongst others we worked with Active Schools, RHET, University of Tennessee,</p>	<p>Continue to explore opportunities for creative thinking and curriculum evolution via IDL.</p> <p>Continue to foster links with local, national and international organisations / institutions to enhance contexts for our curriculum.</p> <p>Food technology planned curriculum for the school to reflect the new resource provision and work with University of Tennessee so that all children have the opportunity to plant, grow, care for and harvest their own food in order to cook for consumption.</p> <p>Skills for learning life and work around leadership, organization, problem solving and collaborative working will be enhanced/ planned/assessed via a new LegoWeDo robotics curriculum programme.</p> <p>Modern languages.- Improve level of provision for L3 (Spanish) in</p>	

	<p>Dumfries College, Glasgow University, Glasgow Science Centre, RAISE team, Outdoor Learning team, First Base Food Bank, SCIAF, Dumfries Rugby Club, QoS, local parishes including our own, parents and local community. Cluster working has enabled the development of French provision for P6&amp;7 at St. Joseph's College once per week. Work for the University of Tennessee through Glasgow University and obtaining a 'Food for Thought' grant has enabled us to provide our children with a food technology curriculum that goes from bringing on seeds to cooking the grown products.</p> <p>Modern Languages development has benefitted from 'French for Families@ in P4 and French in conjunction with modern languages staff at St. Joseph's College for P6 and P7.</p>	<p>school from P5-7. Dedicated teacher input for this in the academic year 2019/20 has been organized- to be implemented.</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>Hand in hand with the above we worked with the central modern languages team to provide 'French for Families' through the PowerLanguage scheme for French language at home for all children in P4. This has still to be evaluated.</p> <p>Parents set up a School Uniform Bank open to all across schools in Dumfries.</p> <p>School is becoming increasingly dependent on Parent Council fund raising and PEF. School's DSM budget has dropped from just under £12000 ten years ago, just after the new building opened, to just over £6200 this year. In that time the school's population has grown from 138 pupils in primaries 1-7 to 194 pupils at its highest this year. Taking inflation into account that makes a substantial difference to how the school can plan for the medium term. Partnerships (especially parental) have to be a way forward in being able to continue to develop as a school community. Parent Council make-up has had a significant change of personnel and is finding its feet positively. There is an increased focus from Parent Council and school management on supporting those families who may be experiencing financial pressures. Engaging the</p>	<p>Offering a morning breakfast club will be explored further, putting those parents who need it in positions of influence wherever possible. Feedback from some of our families suggests this would be helpful.</p> <p>Widen the parent group that actively influences important developments for families within our school.</p>

	<p>wider parent body will be crucial to success going forward.</p> <p>Soft finishes and Celebration of Learning afternoons continue to be well supported by parents. Family Learning Conversations twice per year for each family are also well attended with the earlier times this year proving successful.</p> <p>All families involved with Child's Planning meetings send a representative to organized meetings.</p> <p>New families appreciate the level of engagement offered by school when trying to get to know their child in order to iron out any transition difficulties. They are taken seriously and their points are actioned promptly and discreetly.</p> <p>The school believes in 'being there' for our young people and their families, on building trust and having professionally honest interaction. It has excluded 1 pupil since the new building opened 10 years ago. No exclusions have taken place in the last 9 years. The school relies on positive working relationships with parents, crucially including the belief that active listening from school and discussion with our young people, with parents and key partners can improve nearly all problems. Feedback from parents new to the school and those who have been with us long term is very positive in this regards and supports this evaluation.</p>	
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

*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></p> <p><b>Whole school self evaluation- Evidence leading improvement</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b> School improvement</p> <p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p>All stakeholders contribute meaningfully to evidence base for improvement for learners.</p> <p>Learners benefit from improved pace and challenge through increased scrutiny of key evidence by teachers.</p> <p>Clarity of evidence shows clear improvement pathway for all.</p> <p>Increasingly focused monitoring and tracking systems across the school contributes to year on year improvement in past priority areas as well as current priority areas.</p>	<p>Attainment meetings between management staff and class teachers to increasingly include 'presenting evidence' as part of attainment and achievement conversations around successes and barriers to learning.</p>	<p><b>Management team</b> <b>Class teachers</b></p> <p><b>Adjust format of our programme of planned attainment meetings.</b></p> <p><b>Attainment meetings decisions are clearly evidenced in classroom practice and gathered evidence of school monitoring process.</b></p>

<p><b>School Priority 2</b></p> <p><i>Skills for learning life and work</i></p> <p><b>NIF Priority</b> Improvement in employability skills. Improvement in children and young people's health and well-being.</p> <p><b>NIF Driver</b> Teacher professionalism Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs</p>	<p>All children continue to develop improve their skills of cooperative working, including individual and group organization and leadership as they move through the school at second level. ( builds on principles learned via previous Outdoor Education Service programme due to removal of that service from local authority.)</p> <p>Use of our revamped garden/cooking facilities as an important curriculum resource that is integral to planned well-being/ food technology teaching.- pre-planned as part of IDL bundles. Financial 'consumables' plan/system required for school to enable easy staff access to necessary food/gardening/technology consumables.</p> <p>Communication Champion to work with all teaching staff to agree detail of moderation of T%L.</p>	<p>Use of Lego Wedo -Two staff with LegoWedo training to cascade training to other staff via CAT.</p> <p>Garden club staff to train class teachers and support staff via CAT in the basics of planting and maintaining our vegetable and flower garden/pots. Ht to include risk assessments as part of this process. Through collegiate teacher working benchmarks relating to food technology outcomes to have clear path through our school curriculum.</p> <p>Engage with Outdoor Education Private Provider (Lockerbie Manor) to continue some adventure sport provision for P7.</p> <p>Have at least one member of staff as School Communication Champion- attend training and share with rest of teaching staff. Improve outcomes for all learners – 3-12.</p>	<p>Evaluate through focus group of learners according to principles of professional enquiry.</p> <p>Management and CTs to monitor and track skills for life and work within planning benchmarks.</p> <p>Release staff to work collaboratively on highlighting this pathway for all teachers and learners.</p> <p>Effectiveness of new privately provided</p> <p><b>Management/CT &amp; Lockerbie Manor staff</b></p> <p><b>Continue to use local authority Employability Toolkit as resource for evaluation of effectiveness.</b></p> <p><b>Mrs Chierci-Black as Communication Champion.- Through NHS S&amp;L</b></p>
<p><b>School Priority 3</b> Improving achievement and attainment for all.</p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><b>NIF Driver</b> Performance information Assessment of children's</p>	<p>Commit to and take part in SWEIC moderation work collaboratives.</p> <p>School moderation activities to have a particular focus on listening and talking evidence/ how robust it is and in creating examples of agreed levels of evidence.</p> <p>Cluster moderation CAT programme to continue and include listening and talking if possible.</p>	<p>Release staff to take part in moderation across cluster, local authority and SWEIC moderation activities.</p> <p>Invite local authority improvement team to school to share data good practice around SNSA level 4 training.</p> <p>School planning on 3 point scale to be adjusted to fit 4 point scale of local authority's planned tracking and monitoring format.</p>	<p><b>Management</b></p> <p><b>Management and class teachers.</b></p> <p><b>Cluster HTs</b></p> <p>Cluster moderation plan to include clearly predicted budget expenditure from cluster moderation budget.</p>

<p><b>progress.</b> <b>School leadership</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b></p>	<p>Local authority intimated some time ago it wished schools to share a common four point scale within each level. The plan for implementation of this across D&amp;G is for August 2020.</p> <p>Increase level of monitoring in next year's P5 class after unusually high number of pupil intakes this academic year.</p>	<p>With a significant increase in the number of children in P4 this academic year comes growing need. Resources in P5 in the next academic year need to be clearly identified, defined and accompanied by appropriate support for the most vulnerable/in need including those with EAL.</p>	
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