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

School: **Wallace Hall Academy, Primary and ELC**

Date: **May 2019**

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

Vision Statement

To provide a safe, happy environment where all learners can enjoy the school experience and can be challenged and

encouraged to reach their full potential.

Values Statement
We judge these to be of great importance:

- The ability to be honest and show integrity
- Kindness and compassion to others
- Wisdom and understanding of others
- Fairness

Aims
- Equipping all learners with the skills for life, learning and work in modern society
- Developing and supporting all learners to meet their needs
- Recognising and celebrating the success, skills and talents of all learners
- Pursuing excellence and being at the forefront of educational innovation to ensure the learners meet the challenges of an ever changing world
- Nurturing a strong sense of community and preparing our pupils for the responsibilities and obligations of citizenship
- Achieving the highest possible academic success for all learners, according to their ability
- Promoting health, physical and mental well-being by nurturing an active life style
- Ensuring that all learners achieve success in literacy and numeracy

Review Date: March 2016 (last review)

Activities
Pupil consultation - assemblies, pupil council from primary and secondary.
Staff consultation – whole school plus focus groups. This was done along with a subgroup of the Parent Council.
Parents/wider community – focus groups consulted with parents, local business and Rotary as well as involvement of the Parent Council.

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)
School Priority 1: **To further develop literacy, numeracy, 1+2 Modern Languages and learning and teaching in relation to improving attainment.** **NIF Priority** **Improvements in attainment particularly in literacy & numeracy** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children's progress and performance information **HGIOS?4 / HGIOELC QIs:** 2.3, 3.2	• Continuing to implement Big Maths across classes - supported new staff with planning CLIC sessions • Using Beat That and CLIC assessment information to inform planning – identifying targets for children which is helping to raise attainment • Open Afternoon during Maths Week allowed parents to become aware of some of the teaching methodologies being used in the classroom to help them to help to raise their confidence when helping children at home. • Primary collegiate on planning Holsitic Tasks and electronic planning grid has been distributed and a Moderation Cluster plan has been created and activities delivered across the cluster. • **3.12 Modern Languages**: Mandarin taught 1ppw on rotation with Literacy/Numeracy to all pupils in S1/S2. Current S2 pupils offered Mandarin as an option in S3 but insufficient numbers mean it is not running in 2019-20. French S3 course has been completely overhauled with new course book, online teaching materials and online homework being used, as well as numerous pupil evaluations to gauge possible future uptake. French classes: qualities of S1/S2 courses and evaluation and overhall of S3 discussed at DMs. New course materials including online resources in use by all teachers • **3.13 Learning and Teaching**: 2 year 'Tapestry' programme now in place. Improving pedagogy for equity. All staff involved in 2 year programme in partnership with Tapestry. CPD sessions delivered, staff working in groups chaired by peers. No acting posts in place – JL will undertake L & T tasks from Nov 2018. • **3.13 QAMSOs**: ES and JL attended Ed Scotland training and working on professional recognition award to allow delivery of LA training. • **3.13 Whapples**: Profile being used with S5 – S4 to start in June. • **3.13 Polytunnel**: MMcK sourcing funding for L & T and outdoor	• ELC to start to continue to implement Little Big Maths • Continue to foster links with Tarbolton Primary • Review of Maths HW including staff/parent consultation • Further moderation of numeracy to be incorporated next session. • **3.12 Modern Languages**: Monitor numbers taking French NQ courses for 2019-20. • **3.13 Responsibilities of All**: RF running a CPD session on use and Progress + Achievement module in Seemis. • **3.14 Literacy and Numeracy**: Continuing progression of Moderation activities in line with D & G strategy. • Identify realistic ways how moderation can be embedded across all depts. • Quality of learners' attainment in literacy will be analysed next time a L & T review is completed. • Formal evaluation techniques of group yet to be identified. • **3.16 Leadership of Change**: Add

		to self-evaluation calendar for 2019/20.
	• **3.13 Profiling**: S3 completing profiles with links to employability. Profiling to be embedded in departments and TIPs. S3 profiles shared with parents and uploaded for staff to access. HWB calendar has dates for S3 and S5 profiling.	• Programme to continue next session.
	• **3.13 PSE**: S3 Rolling programme in place. S5 start in Feb.	
	• **3.13 Responsibilities of All**: Continue to moderate literacy and numeracy tasks. RF on BGE tracking group piloting new Progress + Achievement module.	
	• **3.14 Literacy and 3.15 Numeracy**: Moderation info available in The Hub and training delivered during 2019 Inset Days and is now part of all Dept QA calendars. Portfolios: lack of time to fully implement. 'Achievement of a Level' moderation activities embedded in English/Maths Dept to standardize literacy grades at end of BGE. Whole school calendar not completed but cluster moderation plan in process and ES and JL working on a school plan. ES and JL working at authority level and with SWEIC, presenting at collaborative event. RF led CPD on Insight. Insight will be used in future L & T reviews. Literacy group: Pupils (including PEF) making good progress across a wide range of outcomes and a wide range of needs are being met. Progress being made with benchmarking. Numeracy group: Continuing to moderate numeracy tasks.	
	• **3.16:Leadership of Change**: Review of embedding vision, values and aims to be carried out next session. Stakeholder survey sent out Nov 2018 to parents and employers. Pupils completed this survey in school. Leadership Academy taken place regularly focusing on areas such as staff H & W, Microsoft Teams and Finance. Termly programme of 15 minute forums in place.	
School Priority 2: **To further develop our school's response to the recommendations from Developing Scotland's Young Workforce** **NIF Priority** **Improvements in employability skills and positive destinations** **NIF Driver** School leadership, teacher professionalism, parental	• Senior pupils trained and encouraged to support the primary 7 pupils in the use of robotics. This resulted in the creation of a junior GLIC team who competed in a national competition. • P1 parental engagement activities successfully took place at the end of major topics throughout the year. • **3.21 Improvement in Employability Skills and Positive Destinations**: GA currently Acting Depute and KF and MMcK in one year leadership posts. Insight data gave info on specific destinations enabling more targeted future support. High level data shows progress in vocational qualifications. Further discussion required regarding additional 'employability related awards'. Employability activities incorporated into termly Strategic Working Group meetings. Work on embedding the 11 employability skills and scorecard analysis continuing. S1 pupils have employability focused sessions during elective period. Further work on specific areas ongoing into 2019/20 depending on timetable availability.	• Robotics to become a part of the BGE curriculum. • Junior GLIC team to continue with primary aged pupils. • Parental engagement activities to be rolled out throughout the primary and lower secondary. • **3.23 Curricular Learning Pathways**: Aim to run a wider range of internships with HALO in 2019/20. • Will be feeding back to allow the improvement of robotics course with the view to rolling out globally next year, potentially building

| engagement, assessment of children's' progress, school improvement and performance information

HGIOS?4 / HGIOELC QIs: 2.3, 3.2 | S2 Careers Day held in February. Pupil Council to continue to highlight 'gaps' and suggestions. Career Education Standard and 'I Can' statements to be progressed further with Working Group Activity. MWOW profiling launched with S5 in February. S4 started the MWOW programme at beginning of S5 in June MWOW Ambassadors in Place. Whapples business plan completed. Plans being worked on for 2019 National 4 courses. Parental engagement focus group to be held in February 2019. Rural Skills Agri Employability Group to run again incorporating additional visits to Vets and Engineers. More effective use of e-solutions ongoing. Lack of numbers and time will mean that AUSI accreditation will not be undertaken this session. KF will focus on primary input. Regular discussion to take place with SDS. Core ECG meetings taking place but extended meeting has yet to be arranged. All senior phase leavers have an allocated advisor.

• **3.22 Other areas related to DYW**: Further work on specific problem solving/working to deadlines/using initiative/IT skills gaps with seniors to be pursued in 2019/20 depending on teaching time available in timetable. Employability award being delivered to all S4 pupils; lessons have been created and altered to ensure coverage of all elements. S3 are completing Unit 1 this year also. S5 employer engagement to be extended to other employers following liaison with DYW. Following inset training, staff have basic understanding of agriculture and can link this knowledge to employment.

• **3.23 Curricular Learning Pathways**: Next steps agreed in discussion with Employability Group. Continued involvement with the HALO trust. We have a pupil on a 1 day per week internship all year and they are also supporting us with curricular resources. Eleanor McKie was successful in interviewing for this in June 2018.

• Currently working with Lego Education to trial robotics within the classroom, using First LEGO League as the model for course delivery. This is a world first for LEGO. Visits by LEGO Education from Denmark to observe classes ongoing. Also working with Institute of Engineering & Technology to provide two paid internships in Stevenage for senior students. First Lego Team visited Glasgow University for research and are collaborating and sharing ideas with a team from Ireland. In addition, a number of students demonstrated their robotics work at Houses of Parliament following national win of 'Engineers of the Future' competition. Robotics team also introduced at Primary Level, with support from our senior pupils and NC. Work on raising awareness of employability skills is progressing through profiling. Pursue a link between P7 and academy careers event pursued in 2019/20. Meeting with Joseph Thomson Trust to make links with East Africa scheduled for Wednesday 13th February. | permanently into our curriculum.
• Competitions arranged for Primary and Secondary robotics teams. Progress to National Finals and International Events will depend on level of success in these. |

School Priority 3:		
NIF Priority **Closing the gap** **Improvements in health &** **wellbeing** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information **HGIOS?4 / HGIOELC QIs:** **2.3, 3.2**	• Staff health and wellbeing sessions and surveys took place during the year which has resulted in positive changes to the staffroom, reporting and classroom assistance. • All staff have participated in the first part of Emotional Literacy Training. • Daily mile now incorporated into pupil regimes with appropriate tracking resources now in place. • Emotion Works has started to be incorporated into the primary school curriculum. • **3.31 Health and Wellbeing**: Work on improving staff wellbeing being undertaken by EMack. Findings from Leadership Academy, EMT and staff surveys will be analysed and an action plan drawn up. S Rae following up quality and nutritional value of food consumed on school campus with canteen staff. CPD observations and planning meetings have taken place to upskill classroom teachers. BL is also planning to offer a cluster CPD later in term 3 or early term 4. Resource and assessment support documents have been created and are in use. Joint planning sessions between the PE specialist and classroom teachers have been offered and have taken place with some staff. Voluntary nature of this means it has not taken place with all staff. Letter written to encourage parental engagement in extra-curricular activities. This has taken place as and when BL has met with primary classroom teachers. Feedback from the process is that it has been valuable for both PE specialist and classroom teacher. WEMWBS in place and has been used with S4-6 pupils. These have also informed HWB interviews. BGE continue to use SHANARRI and this also assists with HWB interviews. House point and demerit system has been launched. This new system has raised profile of house events and house competition has increased. The focus on positive reinforcement to contribute to house points has worked and helped create a greater feeling of identity for students within the school • **3.32 Changes to Social Education**: New PSE structure in place. Pupil evaluations of topics taught have been positive. Staff seem to be positive also. This also brings us in line with Education Scotland recommendations regarding PSE. Full evaluation will take place at the end of the academic year. Students receive PSE at different times In the week rather than Monday tutor time. PSE is now delivered by a team of teachers who expressed a specific interest and passion in delivering PSE. The feedback from both the staff and the pupils has been very positive. Pupil end of unit evaluation of blocks of work has also been very positive. The re-structuring of the whole PSE curriculum and rebranding to students in regards to name and objectives has taken a lot of planning but has been universally recognized as successful. Jane Carson and Anne Marie Wood continue to work with PEF. Focus very much on targeted	• To continue to seek the views of staff with regards to their health and wellbeing and make changes as necessary. • Emotional literacy to be further embedded throughout the session. • Continue to embed Emotion Works into the primary curriculum. • **3.31 Health and Wellbeing:** Evaluation of House Point usage reviewed at the end of the year. • **3.32 Changes to Social Education** : Collation of end of unit evaluation and carry out end of year evaluation to determine effectiveness of new structure

	support through intervention and mentoring. HUB has been introduced in school to aid H&W for pupils when vulnerable, and PEF Staff integral to the planning, design and implementation of this.	
School Priority 4: **Tracking** **NIF Priority** Closing the attainment gap and improvements in attainment, particularly in literacy and numeracy **NIF Driver** Teacher professionalism, assessment of children's progress and performance information **HGIOS? 4 / HGIOELC? QIs:** **1.2, 2.3, 3.2**	• ELC staff now using "Goalscape" to track pupil progress. • Big Writing assessments now taking place from ELC – P7 which will allow for more consistent tracking of attainment. • Primary DHTs have investigated the use of the Wellbeing Indicators in Seemis with an action plan for implementation created. • **3.41 Tracking**. Regular discussions and sharing good practice at link meetings. This has improved the consistency and quality of tracking at the departmental level. Much greater use of tracking and monitoring systems in Health and Wellbeing faculties and support faculties. Electronic data collection used to record and analyze students' progress and identify areas for development. Data used to initiate learning conversations and establish students targeted interventions. H&W interviews information recorded and tracked and used to establish where students need a more targeted approach rather than universal. As of 30.01.19, no progress has been made on the extent to which all our tracking systems give us a full and rounded picture of the achievements and under-achievements of all students from 2 – 18. More consistency in tracking systems achieved by sharing good practice. New whole school tracking opportunities identified in November and February for the senior phase to improve our understanding of individual pupil progress. Encouraging more staff to engage with NIF priorities carried forward to next session when BG returns to post. System adapted and SNSAs now spread throughout the session to be sat when appropriate to pupils. When moving from our own tracking system to the new progress and achievement module we will not double up and try and move from one system directly to the other which shouldn't be an issue as they are very similar. • **3.42 PEF**: Intervention plans are complete and implemented to a certain degree, e.g. Hub only just in the process of being up and running. Staff trained in nurture principles to help support pupils with attachment disorders. Staff trained in completing Boxall profiles to baseline and set appropriate targets for pupils. Boxall profile data used and tracking data from subjects utelised. JC and AMW have completed training on parental engagement opportunities and are implementing aspects on a small scale basis at present (small test of change). Performance in core skills tracked. Learning targets set in literacy and numeracy and these recorded and tracked. PEF team members have met with parents – improvement in parental engagement as a result.	• Action plan will be implemented for using Wellbeing Indicators • **3.41 Tracking** Develop systems further by continuing to share good practice. • Evaluation of individual Faculty usage, action points and impact to be determined at end of session. • Make tracking more consistent at the school level by using the Progress + Achievement module to provide an overview. • Evaluate the use of the data and information the SNSA provide and make changes to our system where required. • Make changes in how we use the BGE tracking data to identify pupils who are struggling and tie it in with existing opportunities like HWB meetings to avoid duplication.

School Priority 5:		
The implementation of the new 2-18 self-evaluation plan to ensure it has a clear focus on excellence and equity **NIF Priority** **Improvements in attainment particularly in literacy & numeracy** **Closing the gap** **Improvements in health & wellbeing** **Improvements in employability skills and positive destinations** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information **HGIOS?4 / HGIOELC QIs:** **2.3, 3.2, 3.3**	• SH and GA have been beginning to work in conjunction with self-evaluation activities across the 2-18 school. • A timeline of self-evaluation and QA activities has been implemented. • SH has been investigating various self-evaluation activities and a common form is now being used across the 2-18 school formal classroom observations. • **3.51 Self Evaluation**: JB attended SLS CPD on this. Plan to be put in place for next year to look at 3 QIs on a rotational basis each year using QI Machine. Ray Fulton led a CPD session for EMT to further our understanding of Insight and how it can be used. For future learning and teaching reviews Insight will be used as a means of gathering information to inform next steps. Observations have taken place with all primary staff. Shortened style of observation proforma used and feedback given to staff. Assembly evaluations will be completed nearer the end of term and these to be included within self-evaluation calendars in the primary. Whole school observation pro-forma in place which can be easily amended to meet the particular types of observation being used. SMT currently investigating best ways of collecting evidence for each QI in a 3-year cycle with exception of QIs 1.1, 2.2, 2.3, 2.4 and 3.2 which are looked at annually. Work has started with ELC to ensure consistent approaches across the school. Will look to increase each year. Next steps sought after each activity and tracked by DHT, Impact and further next steps looked at before end of session. • **3.52 Digital Technologies**: Course is progressing well. Resources such as timelines, lesson plans, tests, and prelims have been created. A link with various schools to moderate work has been useful to ensure the pupils meet the standards expected. SQA Understanding Standards Event was extremely useful to know the expectations of pupils for this new course. Cameras and resources have been fully used by students and allowed them to work on their folio. The talk from Curator of the Edinburgh Photography Gallery Stils was a great start to the course. Link with Cample Line has allowed the students to plan, curate and exhibit their work in a professional gallery space and this will hopefully become an annual event. Pupils have been actively involved in the course and have gained technical and creative skills throughout the year. Many pupils asking about it as an option next session. Robotics team ongoing with junior team now moved to Primary School in P7. N5 Engineering Science is being delivered this session. JL is completing STEM focus as part of his Masters qualification. • **3.53 Partnerships**: Running a day for parents where they follow a secondary timetable needs to be raised at next Parent Council meeting. . Issues with numbers have hindered this. Numbers of secondary parents attending Parent Council have fallen dramatically in the past months.	• Creation of 2-18 self-evaluation policy. • Early planning of 2-18 self-evaluation activities for next session. • **3.51 Self Evaluation**: The quality of learners' attainment in literacy and numeracy will be analysed the next time we complete a literacy or numeracy learning and teaching review. We will also analyse the literacy and numeracy data in February at the update and begin to track this year on year. • Discussion still to take place on overall trends. • Staff training on whole school observations still to be completed. • Method for recording next steps and progress to be created for primary. • JB to attend SLS CPD session on collecting evidence for QIs and feedback to SMT. • Look at Departmental Review type of model to reviews aspects in the primary such as literacy, numeracy, etc. • **3.52 Digital Technologies**: Create Photography Studio set up for pupils to access and use for their folio. Little room in art classroom. • Research NPA Photography course as an option for S4's. • Ensure pupil's that take Higher Photography in future have Higher English and an understanding of the demands of the course. • Keep up link with Cample Line for possible annual exhibition of the students work.

	Needs to be presented to full parent body after Parent Council discussion. MMcK now looking after electives and hoping to work with the U3A in Spring and Summer term as before.	- Create links with professional photographers to give workshops or talks. Deeper understanding of this as a career. - Continued participation in Robotics competitions. 2 – 18 plan to be created by end of June 2019. **3.53 Partnerships**: Try and raise numbers of secondary parents at Parent Council and then discuss organizing a day to follow a secondary timetable.
2.1.1 Report on the impact of PEF - Secondary ● **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?**	At Wallace Hall Academy all interventions, activities and resources supported via Pupil Equity Funding are additional to those already planned, and are targeted to specific individuals and groups. There has been a combined focus on Literacy, Numeracy and Health and Wellbeing across a range of interventions which clearly acknowledge the needs of specific individuals whilst support the school community as a whole. All interventions are based on academic and contextual research evidence and each intervention was planned with a clear rationale. Target groups of children, young people and parents were identified using FME data (which is regularly updated and monitored by the PEF Team), SIMD data and Pupil Support, Support for Learning and teaching staff pupil and local knowledge. Best value in accessing resources, training courses and activities has been ensured through the PEF Team supported by members of the SMT, School Support Manager and Admin. Staff in sourcing best purchase options for training and activities, and purchasing via PECOS for resources where possible. Views of parents and other stakeholders have been sought via the Parent Council, teaching staff and different pupil groups. Please see table below which demonstrates how we have used PEF to support specific children and young people; outcomes seen in first year of funding; impact data and how we know interventions are leading to impact; evaluation activities already completed and those planned for completion later in this session. See appendix 1 for PEF impact report table	

• **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**	As evidenced in the above table evaluation of impact of each intervention is built in to the plans and monitored through a variety of means including pupil/staff/parent evaluations, Learning Mentoring notes, analysis of Seemis data, school BGE tracking data and Insight data.
• **How well are you removing barriers to learning and ensuring equity for all?**	A key focus of PEF Team activities has been to ensure that children, young people and families are not stigmatised as a result of the school's planned interventions. We have developed Learning Mentoring, The Hub, Poverty Proofing Measures, Growth Mindset workshops, the Stress Control Programme sensitively to avoid stigmatising any individuals. Learning Mentoring, Work Experience, Career Mentoring, supported college and university visits and P7 transition (2019/20) all focus on supporting transitions. It is our aim that every pupil has the necessary equipment, resources and sustenance, access to curricular trips and social events to improve attainment ensure equity across the school community.

2.1.1 Report on the impact of PEF - Primary

• **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?**

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

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

Within Wallace Hall Primary there have been a number of planned interventions and resources which have targeted specific individuals and groups. These have all been additional to ongoing activities within our school and have been funded via Pupil Equity Funding. All interventions are based on research and target groups identified using a variety of sources including FME data, SIMD data, SNSA/INCAS data, Support for Learning teacher and class teachers individual pupil knowledge (assessments, teacher judgement). The varieties of interventions which have taken place are considered to target the needs of individuals and support the school as a whole. Detailed below are the specific interventions which have been planned and evaluated and those which are ongoing and awaiting evaluation.

Literacy	Target Group:	Evaluation/Next Steps:
• Closing the Literacy Gap/Fastlane • Toe by Toe	Closing the Literacy Gap/Fastlane: Identified pupils Toe by Toe: Identified pupils Closing the Literacy Gap/Fastlane training, resources and follow up support funded by PEF. Identified individuals targeted	Closing the Literacy Gap/Fastlane - ongoing There is evidence of closing the attainment gap in this area of the curriculum with identified pupils. Pupils will continue to be targeted in Term 4 and into the next session. Pre-assessments for next block

		through 4 sessions per week for a number of weeks (6-8) with a focus on reading, writing and comprehension. Pre and post assessments taken and scrapbook of evidence made at the end of each block. Toe by Toe One to one focus with individuals where decoding is a barrier to their learning. Pre and post assessments of reading age taken. Purchase of resources e.g. Toe by Toe books through PEF.	has begun. Some significant gains in reading and comprehension age for some pupils. Toe by Toe – ongoing. Evidence to show some gains in reading age with targeted pupils thus far.
	Numeracy - Closing the Numeracy Gap - Sumdog	**Target Group:** Sumdog: Whole school – particular focus of FME Closing the Numeracy Gap: Identified pupils P1-7 who struggle with aspects of numeracy. Sumdog Paid subscription to Sumdog for all classes with a particular focus on target groups in each class. Pupils carry out a diagnostic assessment and build on skills which are identified through the online resource. Pupils participate in regional and nationwide challenges alongside daily practice at home and school. Staff have the ability to set	**Evaluation/Next Steps:** Whilst Sumdog is an excellent resource, following analysis of extracted data, it is felt that Sumdog is having little impact on raising attainment of identified pupils. This could be due to lack of effective use within and out with school. Research into other resources/interventions has led to a focus on Closing the Numeracy Gap. Over the coming terms staff will be trained and intervention resourced. Identification of groups of pupils will take place in term 4.

| | | challenges for individual pupils and to monitor progress in detail, covering specific areas within numeracy e.g. addition to 20.

Closing the Numeracy Gap
Introduction of Closing the Numeracy Gap in primary school. Currently resourcing and training to begin intervention in term 4 with identified pupils. Pre assessments will be carried out at the end of term 3. | |
| | **Health and Wellbeing**

• Nurture
• EmotionWorks | **Target Group:**
Nurture groups**:** P1, 3 and 5 pupils (to date).
EmotionWorks: Whole school

Nurture
Building of nurture room including purchase of materials to run sessions, games, furniture e.g. lava lamps.

Pupils from P1, P3 and P5 selected to take part in 6 week nurture programme. Following initial assessment, a variety of structured lessons planned for identified pupils using the 'Learning Outcomes for Nurturing Curriculum' grid. Initial assessment identifies | **Evaluation/Next Steps:**

Ongoing

Develop further next year with more parental engagement with a view to improve mental wellbeing, family relationships and developing a positive attitude towards learning for identified pupils. |

		where areas for improvement lie and allows for effective planning of lesson content. LA's meet with pupils twice a week and evaluate regularly.	
		EmotionWorks Purchase of subscription and start up packs for each class to increase Emotional Literacy, with a particular focus on identified FME pupils. Showcase event and evaluation in term 4 planned.	
	Pedagogy for Equity	**Target Group:** Teaching staff across 2-18 school split into mixed groupings. A series of CPD events during Inset days to engage in professional dialogue about learning and teaching. A number of interventions (use of learning intentions, good quality questioning and feedback etc.) have been identified as having a positive impact on learning. This size of the impact is, however, even greater for those pupils in low SIMD. In addition to the CPD sessions on Inset days staff meeting time has been set	**Evaluation:** Improved understanding in the use of learning intentions and success criteria for staff. Staff are to use these more prominently during learning to increase understanding and attainment for all, particularly those from low SIMD. Improved range of questioning and feedback strategies used by staff with pupils. Staff are to use these more prominently during learning to increase understanding and attainment for all, particularly those from low SIMD. The increased opportunities for staff to engage in professional dialogue around

		aside for professional dialogue between CPD sessions	learning and teaching has led to other conversations to share good practice between staff beyond the bounds of the CPD opportunities on offer.
	Learning Assistants	**Target Group:** Various identified pupils across the primary school. Learning Assistants engaging in a variety of interventions as mentioned above.	**Evaluation/Next Steps:** Ongoing Additional Learning Assistant time is allowing us to further develop skills and to target pupils and ensure we are working towards closing the attainment gap and removing barriers to learning. Looking forward we are planning carefully to ensure sustainability for all interventions and outcomes to date.
	Data from each intervention is analysed and evaluations made. This further informs planning and next steps for individuals and target groups. Learning Assistants, PT PEF and Support for Learning teacher regularly discuss interventions and plan next steps.		

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

1.3 Leadership of Change
• *Developing a shared vision, values and aims relevant to the school and its community*
• *Strategic planning for continuous improvement*
• *Implementing improvement and change.*
	1. We have developed a shared vision for the 2-18 school and this has been based around the work of Ken Robinson and his 8 core competencies. This has been shared with parents, pupils and staff, is found on our walls in different parts of the school and we have produced a booklet on our vision, values and aims.
	Impact
	   The 8 competencies are also used to help focus school presentations and other whole school events.
	
	2. We make use of SIMD data when analysing individual pupil progress but also to analyse incoming cohorts so we can adapt our curriculum appropriately.
	Impact
	   Able to adapt individual curricular selections and curriculum structure to meet the needs of our cohort.
	
	3. We consult all stakeholders about the strengths of the school and areas of further development on an annual basis.
	Impact
	   Action points and next steps are created from these surveys and acted upon.
	
	4. A number of creative and innovative opportunities are nurtured in the school (LEGO league, robotics, Art/Drama/Music exhibitions, sharing of creativity in learning and teaching through social media)
	Impact
		• To continue to explore how we can further embed our vision, values and aims in the life and work of the school. For example, incorporating them into key policy documents.
		• We will continue to consult all stakeholders about the strengths of the school and areas of further development and construct action points to take forward from these.
		• We will continue to provide relevant leadership academies and 15 minute forums to help to take forward new initiatives and share good practice.
		• We will continue to work with Tapestry on a 2 year programme to improve the quality and the consistency of learning and teaching.
		• Continued focus on rural opportunities and offering a wider range of NPA to meet the needs of all pupils.
		• Creativity will be reviewed as part of the upcoming Expressive Arts learning and teaching review.
		• Continue to be very supportive of internal and external CPD opportunities. Look for innovative ways to keep costs down. For example when a member of staff attends an external CPD they are often invited to share it when they return to school.
			4
			
			15

	A wide variety of opportunities available to engage pupils in creativity and innovation both within and beyond the curriculum. 5. Our work on improving equity through Tapestry involves staff engaging in conversations around learning and teaching on a regular basis on Inset days. Impact Improved consistency in terms of quality of learning and teaching but also an improvement in variety of techniques employed across the school.		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• All students experience a high quality learning experience. The learners are challenged and supported and the work is appropriate to their needs and interests. Learners are given choice and understand the purpose of their learning. Learners know that their views are sought, valued and acted upon. • Staff make use of a wide range of learning environments and use a number of creative teaching approaches. ICT is used to enhance the learner's experience and staff make use of good questioning and build on the confidence of all of our learners. Feedback is used to inform learners about progress they are making. • Assessment is a key to all the learning and teaching that goes on in Wallace Hall. A variety of formative and summative approaches are used. Data is also used to support teacher judgements. Moderation takes place in departments and across the 2-18 school. Moderation also takes place with other cluster primary schools, a primary school from East Ayrshire (which is part of SWEIC) and other secondary schools. Moderation activities are supported by three QAMSOs who are trained regionally and nationally. • We have developed tracking systems for the BGE and the senior phase – these are now being superseded by an authority tracking	• We will investigate ways in which we can support effective learning and teaching in the 2-18 school. This will be a focus in the SIP. • We are continuing to look at how to effectively track literacy, numeracy and health and wellbeing. • In the ELC we will ensure that we continue to seek children's views and aspirations with regards to their personal plans. • We will be moving into year 2 of our work with Tapestry to support learning and teaching and make this more consistent across the 2–18 school.	5

	system which we will implement during 2019/20. We make good use of data to evaluate the effectiveness of school interventions and this helps to support all our learners.		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• We have used a variety of approaches to improve the outcomes for all young people. Relationships across the school are very positive and this is based on our shared vision, values and aims. We ensure that children and young people are actively involved about decisions about their lives. • We work hard to fulfil all of the requirements of our statutory codes of practice. • All learners are included, engaged and involved in the life of the school. Learners, parents, staff and partners are treated with respect and in a fair and just manner. We understand all of the requirements of the Equality Act 2010. • We have effective strategies in place to support and challenge all young people in the school and especially those from deprived areas and those who require additional support. The PEF money has made it possible for us to fund more interventions to support children from deprived backgrounds. We are able to evaluate the impact of these and use this information in planning further interventions. • This year we were a pilot school for a new Mental Health programme – Stress Control which was delivered through senior Health and Wellbeing lessons.	• We are carrying out a review of our new Health and Wellbeing programme from has run for the first time this year. This is now staffed by PTs of Pupil Support and volunteers. It will is longer be compulsory for staff to teach PSE. We hope that the findings of this review will highlight more effective learning and teaching in this area and positive feedback from pupils. • There will be leadership opportunities to develop PEF interventions in the primary and in the academy. This will build on research from last year and will be used to target those young people who are from the most deprived backgrounds. • We will carry out a review of the Stress Control porgramme by using data from baseline WEMWBS and RCADS, along with a control group in another D&G school.	5
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners'*	• Learners are making very good progress and are building on prior levels of attainment and achievement across all curricular areas. • Almost all departments and primary and ELC classes are raising attainment. • A very strong tracking system is used to support continuous progress of all young	• We have continued to provide training sessions for staff on achievement of a level. This was provided by our three QAMSOs and staff are becoming more confident in their understanding of what it means to achieve a level. This is in line with the D&G and cluster moderation strategies.	

achievement • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	people. Attainment continues to improve. We have a whole school tracking system for the BGE and the senior phase and we also have tracking systems within individual departments and ELC and primary classes. This includes the effective use of spreadsheets and 'Goalscape'. Spreadsheets are also used in the ELC to support the assessment of progress and this is used to support transitions. • Almost all learners are successful, confident, exercise responsibility and participate in the life of the school. • We have effective systems in place to promote equality of opportunity and achievement for all our young people. • We are raising attainment for all of our learners and they move into sustained positive destinations by the time they leave school. • This year we re-evaluated our use of senior phase mentoring and provided mentoring opportunities for more pupils, which involved learner conversations and target setting.	• We will continue to evaluate tracking systems and make changes which will help us to raise attainment and achievement. We will look to see where it is possible to pull together the different tracking systems which exist in the school to ensure there are no gaps and or overlaps. • We will evaluate the success of this years mentoring porgramme and make further changes as necessary.

| 2.2 Curriculum: Theme 3 Learning Pathways | • The curriculum provides a flexible learning pathway which leads to raising attainment through meeting the needs and aspirations for all our learners. Good links have been made with Glasgow University, UWS, Dumfries & Galloway College, SRUC, Cumbria University and Queen Margaret University.
• Learning Pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. We make very good use of information from cluster primaries, non-cluster primaries, previous primary classes, ELCC and tracking in the academy.
• Pathways are based on Es & Os, benchmarks and the seven design principles of Curriculum for Excellence.
• We ensure that children and young people have access to high quality learning in all curriculum areas and outdoor learning. This has been a big area of development in the ELC. Effective learning and teaching is supported by a Learning and Teaching leadership post and staff make good use of the outdoor classroom through our partnerships with Buccleuch Estate, our Whapples Orchard, and our Rural Skills and Forestry courses. Science also makes good use of the outdoor classroom to support work within the BGE. We won the Lantra Award for school-based projects in recognition of our commitment to deliver rural training. This recognises the effective ways in which we are developing links with our local community and making our young people aware of rural opportunities.
• Almost all staff take responsibility for literacy, numeracy, employability and health & wellbeing across the curriculum. We have working groups that are exploring progress that has been made, progress that we want to make and how we can make further progress. | • Next steps will be agreed by working groups in literacy, numeracy, health & wellbeing and employability. This will become part of department and school improvement plans.
• We will continue to make links with businesses to support children in their journey towards positive destinations. We will investigate extending our already excellent links with the HALO Trust to utilize other areas such as logistics and accountancy.
• We will investigate other ways to utilize the opportunities on the Buccleugh Estate.
• We are developing key engineering skills through participation in national LEGO League. We will look to incorporate these skills into the BGE curriculum and continue to support the newly formed P7 Glic group.
• We will look to continue to develop opportunities around agricultural employability through our rural skills and forestry programmess and continue to look at additional practical inputs which can be made by local farmers and businesses.
• Our approach to profiling is helping to raise young people's awareness of themselves as learners and support them to recognise their skills for learning, life and work. We will be looking to see how we can include an audit of employability skills in our profiling system.
• Continue to build on the successful careers events which have been held in school and also investigate other events which pupils of different ages can attend.
• We will continue to make links with international partners, including Erasmus, and provide opportunities for young people to develop skills and achieve. Our LEGO team attended the First World Championships in Detroit, Michigan for the second year running, and we hope to make links with other schools and industries through these successes.
• We will be working with the Joseph Thomson Trust to make links with East Africa.
• We will be investigating ways in which digital resources can be used to further increase the range of subjects which can be offered in the senior phase. |

	Learners demonstrate skills which they have developed at a high level in a variety of meaningful contexts. We have a well-developed system for tracking employability skills and areas for development are identified and then pupils are given extra support when required.	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• Partnership and funding from Prince's Trust, D&G DYW and the Hollywood Trust to set up Barista Project within the school. • Use of stakeholder surveys and focus groups • Feedback from reports and parents' evenings. • Engaging parents in what the school is doing during HWB. • Use of parents as business mentors. • We offer a number of parental engagement opportunities but the uptake is often poor – how do we engage parents more? One suggestions I was given was that instead of calling it an 'ICT information evening' we could have called it 'help I can't get my child off 'instafacesnapchatbook' to make it sound less informal and intimidating to engage with more parents. • Use of Youth Info Worker, School Nurse and CAMHS to support Mental Health. • Peigi Brough – SDS employability support • Inclusion Support – Siobhan Farish – supporting pupils with behavior issues • Rape Crisis to support pupils that have experienced sexual abuse • Young Carers support • Opportunities for All – Attendance	• We will continue to develop the role of our Parent Council working groups to find a role for all interested parties. • We will investigate running a day for parents to follow a secondary timetable. We may make use of Parent Council members first. • We will continue to ask parents to support activities such as Rural Skills, outdoor learning, forestry and participation in study classes. • We ask for feedback from parents after each formal report on how we could improve the learning of their child and we speak to parents at parents' evenings about ways of improving what the school does. • Parents were invited into the school so would explain what we are covering in HWB with regard to ICT safety online and Mental Health. At the end of each session all parents were then given the opportunity to provide verbal and/or written feedback on how we could work together to support pupils in these important areas. • We run an extensive business mentor program, staffed by a large number of parents alongside those without children in the school. Each business mentor is linked to a pupils, or group of pupils, in S6 to offer support and guidance with career progression. • We will continue to develop the role of our Parent Council working groups to find a role for all interested parties. • We will investigate running a day for parents to follow a secondary timetable. We may make use of Parent Council members first.

• Encouraging greater parental and pupil involvement in the organisation of work placements. This is helping to empower parents and pupils in taking ownership in the sourcing of placement opportunities and discussions with employers. • Prior to each Parents' Evening we host a focus group to discuss issues and for parents to raise specific items for discussion around teaching and learning. • During the options process we invite parents into school for interviews to discuss options choices and future career aspirations.	• We will continue to ask parents to support activities such as Rural Skills, outdoor learning, forestry and participation in study classes. • We will continue to utilize support of outside agencies to support the needs of our pupils • We will continue to implement four tiered mental health support within the school. From universal through PTs PS and HWB lessons to Youth Information Worker, School Nurse and finally CAMHS. Referral criteria will be clearly defined for each service. • This is a growing area and one which will become more important as we develop further links with parents. Progress will be monitored. • We have limited numbers of parents attending these sessions and will be looking to encourage greater participation. • These opportunities are well received by participating parents. Further work will take place to refine this process to enable parents and pupils to make informed choices.
• Open afternoon for all parents and carers in term 1 where the focus was numeracy which showcased a range of Big Maths activities in all classrooms. This also supported Maths Week Scotland. • Reporting and parent's evening in November gave parents the opportunity to discuss achievements and next steps in learning. • Following feedback from parental questionnaires where parents/carers expressed that they did not feel informed about their child's learning. The introduction of Learning Conversations in Term 4. • Prior to Learning Conversations being introduced parents/carers were invited to attend an information session. Parents/carers also received an information leaflet about learning conversations. • Child Plan meetings have taken place over the year for a number of children and next	• Plans to focus open afternoon on other curricular areas/contexts eg Emotional Literacy to share learning with parents/carers. • Staff with continue to report to parents on pupil progress through Learning Conversations, this will be in September/May, this process is to be reviewed and further developed next session. • First information session was attended by few parents and the second was attended by even less therefore for future sessions parent/carers should be asked to complete a reply slip to indicate whether they will attend and use leaflets to reach parents/carers. • Child Plan information should be used at Learning

	steps have been put in place. • Parents/carers are invited to attend an information session regarding Internet Safety which will be presented by PC Adair and Carol Moyes (STEM contact). • Primary 6 participated in an enterprise project to 'Grow your £5' which engaged parents/carers in a enterprise/financial project with their children to organize and run a successful enterprise to make a profit.	Conversation meetings to provide a holistic view of child's next steps and developments. • Request parental views after internet safety session and act on feedback given ie plan other information session based on parental/carer feedback.

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)
School Priority 1 **To further develop literacy, numeracy, 1+2 Modern Languages and learning and teaching in relation to improving attainment.** **NIF Priority** **Improvements in attainment particularly in literacy & numeracy** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children' progress and performance information **HGIOS?4 / HGIOELC QIs:** 2.3, 3.2	• Young people will be more confident in all aspects of the maths curriculum. They will focus on counting, learn-its, it is nothing new and calculations. • Staff will be more confident in the use of all aspects of Big Maths. • There will be improvements in our maths data. • Coherent progression in literacy throughout the primary. • Learners will be more confident and positive about modern languages. • Learners will be more willing to choose modern languages within the senior phase. • All staff engaging in CPD activities in line with Responsibilities of All • Teachers will be more confident about when a pupil has achieved a level in literacy/numeracy. • Young people will be more confident also about when they have achieved a level in literacy/numeracy. • Pupils' skills in literacy/numeracy will improve. • ELC, primary and academy staff across the cluster will have a shared	• ELC to start to continue to implement Little Big Maths across early level. Scheme to evaluated and adjusted appropriately. • Enhance resources for Big Maths teaching • Build positive links with family of schools through SWEIC • Review of HW including maths, emphasis on progression across all levels involving further staff/parent consultation • Further moderation of numeracy to be incorporated next session. • 1:1 and group focus on raising attainment in literacy and numeracy through Closing the Literacy Gap, Closing the Numeracy Gap and individual targeted interventions. • In literacy, identify opportunities for learners personalisation and choice. • To continue work with the cluster developing moderation opportunities within planning and introduce moderation of learners work in stage meetings throughout the year in accordance with 35hr working time	Mrs Smith (NT) and Primary One Teacher Primary DHT (collegiate) Primary DHTs DHT/All primary teaching staff PT PEF/DHT/SLT All primary teaching staff (collegiate) All primary teaching staff (collegiate) LS (NT)

	understanding of achievement of levels within literacy/numeracy. • Staff will be given a number of different opportunities to update their professional knowledge and understanding of leadership issues. • Our work on improving equity through Tapestry involves staff engaging in conversations around learning and teaching on a regular basis on Inset days. Improved consistency in terms of quality of learning and teaching but also an improvement in variety of techniques employed across the school.	agreement. • In-Set and Collegiate dates planned throughout 2019/20 35 hr working time agreement to embed Moderation into school planning both as a 3/18 through school and as part of Primary Cluster. • SNSA data to be used holistically as a measure of learners understanding so appropriate planning, moderation and assessment tasks can be developed to meet Learners needs using data appropriately. • **3.12 Modern Languages**: Monitor numbers taking French NQ courses for 2019-20. • **3.13 Responsibilities of All**: CPD session on use and Progress + Achievement module in Seemis. • **3.14 Literacy and Numeracy**: Continuing progression of Moderation activities in line with D & G strategy. • Identify realistic ways how moderation can be embedded across all depts. • Quality of learners' attainment in literacy and numeracy will be analysed next time as L & T review is completed. • Formal evaluation techniques of group yet to be identified. • Progress + Achievement module to be used to track Literacy and Numeracy, but requires a system to ensure consistency in terms of levels achieved • **3.16 Leadership of Change**: • Review of Vision, Values and Aims to be added to self-evaluation calendar for 2019/20. • Feedback from L&T working group	LS, ES, JL Primary DHTs JMcM, KL RF Leads – LS, ES, JL PTCs PTCs JMcM, PA, HT RF, JM, PA, QUAMSOs JB

		to outline next steps • A number of Tapestry sessions planned over the next year to continue this process.	JL, L&T working group HT

School Priority 2 **To further develop our school's response to the recommendations from Developing Scotland's Young Workforce** **NIF Priority** **Improvements in employability skills and positive destinations** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children' progress, school improvement and performance information **HGIOS?4 / HGIOELC QIs: 2.3, 3.2**	• Pupils will become more aware of the vision, values and aims and the 8Cs adopted in our school. • All stakeholders will be consulted in key developments. • All young people will be ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment. • All young people will be resilient, adaptable and understand the value of the skills they are acquiring. • All young people will feel supported to make suitable, realistic and informed choices based on their skills, strengths and preferences. • All young people will be supported to develop an international mindset equipping them for the rapidly changing and increasingly globalised world. • Ensure that all young people have access to an online account on My World of Work and are accessing it to assist in career planning and profiling. • To provide a range of pathways which build on learning experiences from the BGE. • To achieve SCQF Ambassador status for Wallace Hall. • Ensure that all young people have access to a joined up approach to career information, guidance and support through planned activities, especially at transition points. • Facilitate the provision of work experience for senior pupils encouraging pupils and parents to 'self-find' placements and take greater ownership of the process. • To continue to develop awareness of the 11 key employability skills within Health and Wellbeing lessons	• Primary staff to introduce/remind learners of this at the beginning of next session and refer to regularly. Pupil council to discuss ways of embedding the 8Cs in the primary. • The 8Cs to become embedded in H&WB lessons and to start to be incorporated into curriculum. • Robotics to become part of BGE curriculum next session. • Junior GLIC team to continue with primary aged pupils. • Parental engagement activities to be rolled out throughout the primary and lower secondary. • **3.23 Curricular Learning Pathways**: Aim to run a wider range of internships with HALO in 2019/20. • Feedback to allow the improvement of robotics course with the view to rolling out globally next year, potentially building permanently into BGE. • Competitions arranged for Primary and Secondary robotics teams. Progress to National Finals and International Events will depend on level of success in these. • Training taking place for all Health and Wellbeing teachers to ensure that they are confident in working with pupils from S1-S6 utilising MWOW. • Use of MWOW to be embedded in all Health and Wellbeing courses and in all department courses. • New courses to be investigated by staff to meet the needs of our pupils. For example adding NPA's which can be taught alongside existing courses. • Volunteer member/s of staff to undertake Ambassador training. • PT PS, SDS worker, DHT to work in	All teaching staff EM, PTPS, all secondary teaching staff NC NC Primary DHTs RF, JB NC NC, JH, DJ KF EM, PTPS, PTCs RF to be contacted by interested parties GA, KF

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	specifically and across the school generally. • To work towards 100% achievement of the 3 units of the SQA Employability Award. • To work on the provision of 'work based learning projects (similar to the Gates Engineering project).	conjunction to ensure clear planning is in place for all career activities. • Repeat My World of Work day successfully carried out in previous years. • Invite parent/carers to visit school to give children an insight into different careers. • Work currently underway with DuPont for work based learning challenge. • SQA Employability Award lessons integrated into S3/S4 Health and Wellbeing lesson programme. • Revised plan to be produced in relation to inschool support for work placements in view of the cutbacks to the central administration team.	PTPS, SDS, EM DHTs All primary teaching staff GA GA GA
School Priority 3 **NIF Priority** **Closing the gap** **Improvements in health & wellbeing** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children' progress, school improvement and performance information **HGIOS?4 / HGIOELC QIs: 2.3, 3.2**	• A variety of approaches will ensure that we are improving outcomes for young people and their families. • Our school community will develop a shared understanding of wellbeing. • All young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included, including during the transition process. • Relationships across the school community are very positive and supported and founded on a climate of mutual respect. • Each young person will be considered as an individual with his or her own needs, risks and rights. • Every young person will be given the opportunity to attain, to achieve and to participate. • Every young person will be able to	• To continue to seek the views of staff with regards to their health and wellbeing and make changes as necessary. • Emotional Literacy to be further embedded throughout the first term. • Emotion Works to be further explored and developed with a view to hosting a primary Emotion Works showcase event in term 3. • To continue to plan, implement and evaluate nurture sessions within the primary. • Continue to embed four tiered mental health supports system for pupils • Group of staff to be trained in Mental Health Frist Aid • Amalgamate and update school behavior and anti-bullying policies	EM, Primary DHTs DHT/All primary teaching staff (collegiate) All primary staff/PT PEF/DHT LA's EM EM EM, H&WB working group

	make the transition from stage to stage within the school and to a successful destination and at the end of their time in school • Relationships within the school and the community will be very positive • Ensure that targeted support is provided for those who need it – particular: Care experienced young people Young people with disabilities Young carers Young people at risk of entering or already in the criminal justice system	into new 'Positive Relationships Policy'. • Expand our targeted support for pupils with emotional needs by expanding the role of Learning Assistants. • Improve information sharing and sharing good practice in pupil support department through moderation and solution focused meetings. • Revamped Transition program to be embedded following review. • Build on very positive review of PSE curriculum and continue to embed new courses, resources and materials. • **3.31 Health and Wellbeing:** Evaluation of House Point usage reviewed at the end of the year. • **3.32 Changes to Social Education** Implement changes to H&WB courses in light of end of unit evaluations. • New structure to continue for 2019.20	EM and AM EM, PTPS

| School Priority 4
Tracking

NIF Priority
Closing the attainment gap and improvements in attainment, particularly in literacy and numeracy

NIF Driver
Teacher professionalism, assessment of children's progress and performance information

HGIOS? 4 / HGIOELC? QIs:

1.2, 2.3, 3.2 | • To build on the development of tracking in S1, S2 and roll out into S3
• Staff will have a much clearer indication of progress
• Academic research will be used to ensure that interventions have the biggest opportunity to have an impact on our students.
• Intelligent use will be made of data to track progress following interventions.
• We will improve pedagogy by working with an outside provider to focus on aspects which will lead to equity of opportunity.
• Time will be taken to select interventions which have the greatest chance of improvement and impact on pupils.
• Consistent approach across the primary towards supporting learners | • Action plan will be implemented for using Wellbeing Indicators
• Review use of GoalScape in the primary
• Make attainment and tracking data more accessible to staff e.g. SNSA data, school tracking systems. Ensure this data is discussed at the start of the session and used to plan learning in order to meet individual needs
• Investigate possible use of GL assessments in primary in P3 and P6
• **3.41 Tracking** Develop systems further by including SIMD and ASFL data. Continue to share good practice.
• Evaluation of individual Faculty usage, action points and impact to be determined at end of session.
• Make tracking more consistent at the school level by using the progress and achievement module to provide an overview.
• Evaluate the use of the data and information the SNSA provide and make changes to our system where required.
• Make changes in how we use the BGE tracking data to identify pupils who are struggling and tie it in with existing opportunities like HWB meetings to avoid duplication.
• Include pupils with low SIMD as a priority into mentoring program
• Create strategy for support for learning including annual calendar | EM

DHT/All primary teaching staff

DHT

DHT

RF

Discussion with PTs and link DHT

RF

RF

RF

JC, LM

SLT/DHT |

School Priority 5 **The implementation of the new 2-18 self-evaluation plan to ensure it has a clear focus on excellence and equity** **NIF Priority** **Improvements in attainment particularly in literacy & numeracy** **Closing the gap** **Improvements in health & wellbeing** **Improvements in employability skills and positive destinations** **NIF Driver** School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information **HGIOS?4 / HGIOELC QIs:** **2.3, 3.2, 3.3**	• Our self-evaluation framework will highlight our partnerships and collaboration and this will help to make sure that resources are targeted in a way that we can build on what we are already good at and identify what we need to improve further. • The impact on students should be positive if we can clearly identify where we can make the biggest difference. The data from self-evaluation should help us to do this. • Staff and pupils will work individually and in teams to create digital and non-digital solutions. • The skills of staff and pupils will become more up-to-date. • Staff, children and young people will become innovative, creative, confident and more responsible in the use of technologies. • Staff and pupils will be more able to respond to new opportunities and possible threats caused by developments in the future. • We will make contact with parents, our community and others to make sure that we are learning from what happens elsewhere and use this information to challenge our own thinking. • Pupils staff and parents will have a clearer idea of where we are as a school and what steps need to be taken to continue with our improvement journey	• Creation of 2-18 self-evaluation policy. • Self-evaluation policy to be updated in light of current ELC documentation regarding the implementation of 1140 hours. • "A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND" Criteria 1-8 to be used to ensure the National Standard for early learners and childcare providers is achieved and put into place. • 3.51 Self Evaluation: The quality of learners' attainment in literacy and numeracy will be analysed the next time we complete a literacy or numeracy learning and teaching review. We will also analyse the literacy and numeracy data in February at the update and begin to track this year on year. Discussion still to take place on overall trends. • Staff training on whole school observations still to be completed. • Review and evaluate the initial Learning Conversation format developing this further in the primary. • Establish a system for recording and evidencing pupil progress in the primary e.g. attainment jotter • Further to CPD training, evidence for QIs which was trialed in 2018.19 to be continued in session 2019.20. Possible usage in primary to be considered. • Look at Departmental Review type of model to reviews aspects in the primary such as literacy, numeracy, etc. • **3.52 Digital Technologies**: Create Photography Studio set up for pupils	HT, JB, EA, Primary DHTs Mrs Smith (NT) and ELC Team Staff Mrs Smith (NT) and ELC Team Staff RF to analyse. JB, McM, PA to implement JB, ES, Primary DHTs DHT/All primary teaching staff DHT/All primary teaching staff JB, ES, Primary DHTs Primary DHTs VS

		to access and use for their folio. Little room in art classroom.	
		• Research NPA Photography course as an option for S4's.	VS
		• Ensure pupil's that take Higher Photography in future have Higher English and an understanding of the demands of the course.	VS
		• Keep up link with Cample Line for possible annual exhibition of the students work.	VS
		• Create links with professional photographers to give workshops or talks. Deeper understanding of this as a career.	VS
		• Continued participation in Robotics competitions.	NC, JH
		• 2 – 18 plan for STEM subjects to be created by end of June 2019.	JL
		• Purchase iPad's for primary and training for staff in their use within the classroom	PT PEF/DHT
		• Explore the use of digital profiling by pupils to record progress and achievement. Consider feedback from parental survey regarding recording achievement.	DHT/All primary teaching staff
		• Explore possible roll out of Class Dojo in the primary	All primary teaching staff
		• **3.53 Partnerships**: Try and raise numbers of secondary parents at Parent Council and then discuss organising a day to follow a secondary timetable.	HT

Appendix 1 – PEF Impact Report Table

Intervention	Individual/ group/ cohort	Specific interventions Activities, interventions and resources that are additional to those already planned	Outcomes seen, and how we know this is leading to impact
Pupil Equity Team	**S1-6 pupils in receipt of FME+**	Established PEF Team – Acting PT PEF, PEF project worker and SfL Asst./Learning Mentor	See evidence below for Learning Mentoring, Literacy, Numeracy, Poverty Proofing, The Hub, Growth Mindset Workshops, Parental Engagement
Learning Mentoring	**S1-3 pupils in receipt of FME+**	One-to-one mentoring sessions focused on achieving learning Literacy/Numeracy/HWB targets agreed between mentee/mentor/teacher. Sessions take place on average every two weeks (between 20-50 mins each) but may be more or less frequent depending on level of support required by the individual.	**Achieving Learning Targets** **Of the 31 pupils in the S1-S3 target group the following % have support in achieving individual learning targets:** S1 – 75% S2 – 86% S3 – 78% Total: 82% of the target group in S1-3 have support in achieving individual learning targets **% of pupils achieving or partially achieving individual learning targets from set up of programme in April 2018 to date by year group:** S1 – 75% S2 – 100% S3 – 100% **Attendance** – while average attendance in S1-S3 cohort over the last 7 months is marginally higher than that of the S1-S3 FME group than the whole cohort (95% and 89% respectively) individual pupils have shown, in some cases, dramatic attendance increase after input from Learning Mentor or PS Teacher following referral from PEF mentors. (**4 pupils increased attendance by 11%; 1 pupil attendance increased by 38%**). Continued monitoring of attendance and setting targets to increase attendance is part of the Learning mentoring team plan for next session. **Pupil self-Evaluation** Pupil Self-Evaluation of Mentoring experience and Pupil self-evaluations of perceived ability in learning skills and levels of confidence in Literacy/Numeracy/HWB took place at start of mentoring process. These will be completed again at end of year (June 2019), along with Pupil Self-Evaluation of Mentoring Experience. Differences in scores and responses will be used to evaluate efficacy of the mentoring process.
	S4-6 pupils in receipt of FME		**Individualised support for S4-6 group** has been focused on transitions with 78% of these pupils having received support via Career mentoring, Work experience placements, Mock Interviews, Supported application for Sutton trust Summer School (I pupil).
	S1-6 pupils in receipt of FME		**Referrals to other support agencies/teams within school** Learning mentors have worked with and contributed to a number of pupil referrals being made to various support agencies: Pupil Support team: 19 Parental Engagement: 4 CAMHS: 1 D&G College 1 Work Experience 3 Ultimately, impact of Learning Mentoring in collaboration with teaching staff, PS staff, will be evidenced via Achievement of a Level, BGE tracking, NQ results and unit passes and positive destinations post school.
	S1-S3 pupils requiring	S1 Literacy group x 2 periods per week	Increased confidence in reading aloud

Literacy	**extra support in developing Literacy skills (including but not limited to those pupils on FME)**	S2 Literacy group x 2 periods per week S3 Literacy/study skills group x 2 periods per week Each group has new tailored reading resources purchased via PEF and specific instruction from English Subject Team	Increased confidence in speaking in front of a group Increased ability to summarise what has been read both orally and in written form Increased comprehension of what has been read as evidence in written summaries and oral responses Survey Monkey of pupils' self-evaluation of skill in various Literacy activities encompassing reading, writing and speaking and listening skills which has provided a baseline for measurement at end of academic session in May 2019 SurveyMonkey for parents to ascertain their evaluation of pupils' skill development over the year (June 2019) Attainment to be evidenced in Achievement of a Level BGE tracking levels, S3 SNSA and ultimately, NQ achievement of unit passes and/or N5 or Higher qualifications.
Numeracy	**Targeted S1 – S3 students who struggle with numeracy generally, but with particular focus on those who have FME.**	Groups set up in S1 and S2 to target mastery of basic numerical skills. This is done using a combination of an individualised assessment programme (with accompanying remediation activities), numeracy (and social skills) enhancement through practical exercises, and interactive activities through utilisation of "sumdog", and other identified, online sites.	Students are developing, and gaining confidence in using, their numerical skills. The individualised assessment programme tracks their progress on a fortnightly basis. Tracking of progress can also take place through "sumdog" Majority of pupils showing distinct and in some cases significant progress in assessment performance. SNSA at end of S3 Teacher judgement of a level Numeracy interventions also contributing to achievement of HWB targets (social skills and confidence)
C-Pen Readers	**Range of S1 – S4 pupils with identified ASN**	Pupils use instead of a human reader so promotes independence. Pupils are able to stay in the class when completing work and tests as no reader is required.	Pupils using them are more confident, more independent and able to participate in the class without support. A huge morale boost. They are also able to keep up with the pace of work better and therefore achieving more
Stress Control	**Delivered to all S4, S5 and S6 pupils Training delivered to teaching staff**	Stress Control PSE programme delivered in PSE time. All staff trained on the strategies. Follow-up session at March staff meeting. Posters to be put in all classrooms. Parents evening looking at how parents can support their young people's mental health	Pupil evaluations have been sought and largely positive. Impact will be measured using WEMWBS and RCADS pre and post. However, this data will be perhaps les valid given the inevitable rise in stress levels pre-exams.
Pedagogy for Equity	**Teaching staff across 2-18 school split into mixed groupings.**	A series of CPD events during Inset days to engage in professional dialogue about learning and teaching. A number of interventions (use of learning intentions, good quality questioning and feedback etc.) have been identified as having a positive impact on learning. This size of the impact is, however, even greater for those pupils in low SIMD. In addition to the CPD sessions on Inset days staff meeting time has been set aside for professional dialogue between CPD sessions	Improved understanding in the use of learning intentions and success criteria for staff. Staff are to use these more prominently during learning to increase understanding and attainment for all, particularly those from low SIMD. Improved range of questioning and feedback strategies used by staff with pupils. Staff are to use these more prominently during learning to increase understanding and attainment for all, particularly those from low SIMD. Increased opportunities for staff to engage in professional dialogue around learning and teaching has led to other conversations to share good practice between staff beyond the bounds of the CPD opportunities on offer.
Poverty Proofing	**Focus group = S1-S3 FME plus pupils from a low income background. Senior phase**	Since the beginning of the PEF funds have been set aside to support curricular school trips and access to.	72% of pupils of target S1-S3 FME+ groups have attended curricular school trips they otherwise may not have attended. The other 28% can be accounted for in pupils who did not wish to attend the trip or who joined the school after the trips had taken place this session. Pupil evaluations of a trip forms (in relation to opportunities to develop Literacy, Numeracy and

	FME+ group also supported.		Health and Wellbeing skills on the trips attended) completed by all pupils. Pupil evaluations show key HWB, literacy and Numeracy skills are being developed on these curricular trips.
The Hub	**S1-6 pupils in receipt of FME+and whole school community**	Creation of a dedicated space based on Nurture principles for use by whole school community which is currently in development	Currently used by Learning Mentors, SfL groups, Emotional Literacy Group, Literacy groups, S6 Social Committee, S6 Next Steps, Mental Health youth Worker
Growth Mindset workshops	**S1/2 FME+ group S3 FME+ S4-6 FME+ group**	3 x 2 hour workshops over academic session 2018/19 provided by LiveNLearn	Pupils self-evaluation spidographs of personal learning attributes and attitudes to learning data collected at start and end of series of workshops (to be collated June 2019)
			Pupils verbal feedback during and after each session which is very positive
			Ultimately, attitudes to learning and learning skills developed during these workshops will contribute to pupil Achievement of a Level in BGE, attainment in SNSA and NQ exams and positive destinations post school.
Parental Engagement	**All parents**	Communication with Parent Council and all parents regarding financial support for attending curricular trips via newsletters and Tweets, and development of The Hub supported by Parent Council.	See Poverty Proofing and The Hub (Appendix 1)
	Parents of S1-3 pupils in receipt of FME+ who have a Learning Mentor	Acting PT PEF and PEF Project Officer trained in Triple P Parenting Programme to support parents in dealing with young people's behavior	Parental engagement of pupils with Learning Mentors to be invited to attend a Learning Mentoring session (2019/20) with the aim of supporting learning at home
	Parents of S1-6 pupils in receipt of FME+	PEF Project Officer contacts all parents of pupils in receipt of FSM prior to parents' evenings to encourage attendance where appropriate	Some success but has facilitated increased communication. PEF Team continue to monitor this.
	Parents of S1/2 FME+ group S3 FME+ S4-6 FME+ group who took part in Growth Mindset workshops	Parents invited to attend information sharing evening re. workshops/growth mindset	Limited parental engagement but 6/63 parents who attended found the information evening useful
	Parents of S4, S5 and S6 pupils who experienced Stress Control programme	Parents invited to attend information sharing evening re. programme	Positive response from parents with 29 parents attending session.