School Improvement Planning
Returns to Local Authority
(2018 - 2019)

School: Calside Primary School

Date May 2018

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 *(child- friendly version in blue)*

Vision Statement:
Our vision is to build a community of healthy, confident, lifelong learners who embrace challenge, respect others and make a positive contribution to both their local and global community. **In all we do, we try to be the best we can be.**

Calside Primary School aspires to:
- ✓ Ensure that all members of the school community value a high standard of achievement in all aspects of school life.
- ✓ **Everybody tries their best all the time.**
- ✓ Provide a happy and caring environment which fosters intellectual and social development and allows all learners to develop their own personalities and opinions.
- ✓ **Be yourself and be happy.**
- ✓ Provide a framework in which positive behaviour and self-discipline are practised by all.
- ✓ **Follow the school golden rules.**
- ✓ Provide a challenging, stimulating and balanced curriculum, which caters for individual needs.
- ✓ **Our work should be interesting and challenging.**
- ✓ Foster supportive and effective home/school links, using effective systems of administration and communication within and outwith the school.
- ✓ **Share our learning at home and school so everyone can help with our learning.**

The things we value at our school are:

Creativity   Friendship   Enjoyment   Positivity Responsibility   Resilience   Respect

Review Date: March 2018
Review Activities (as appropriate):
- ✓ Reflection activity in assembly, followed by circle time activities in class to discuss;
- ✓ Pupil Council amended values and wrote a child-friendly version of the aims, shared with parents in a mail drop.
- ✓ Consultation with all members of staff through staff meetings and collegial time..

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: Building shared standards and expectations in Literacy **NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy** **NIF Driver:** **Teacher Professionalism;** **Parental Engagement;** **Assessment of Children's Progress.** **HGIOS? 4 / HGIOELC? QIs:** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching and assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	In May 2017, following Inset training and QAMSO discussions, staff took part in whole school development to develop shared understanding of holistic assessments with a focus on Listening and Talking HOTS questions. In September, collegial development with a literacy focus enabled professional dialogue in stages and at school level to establish Learning Trios using holistic assessment. Following this, Learning Trios were implemented and evaluated with a reading focus. Follow-up collegial sessions enabled staff to analyse, support and refine the holistic assessments. This improved staff confidence in the use of the assessments. Writing: In June, staff updated the criteria for writing scale, clearly highlighting the benchmarks, and agreed to use with Big Writing baseline assessments. In August, the new scale was used to assess for a baseline; using QAMSO approaches and expertise, teaching staff moderated to agree whether to continue to use new VCOP. We extended our knowledge of holistic assessment by continuing our Learning Trios focused on writing. In February, moderation of writing pieces with Cluster partners reinforced ongoing development. Staff self-evaluation showed that this built confidence and enabled staff to highlight next steps for raising attainment in writing. Reading: continuing to build assessment techniques to support learning in line with national standards and expectations, we have introduced a reading scale, adapted to include benchmarks, designed to be used with a range of contexts. In January 2018, a collegial moderation of reading assessments using the benchmarks criteria gave further opportunity for discussion and shared expectations were agreed. Learning trios also developed a holistic assessment with a reading focus, and collegial time enabled staff to reflect on these and further build shared expectations. SMT observations were in line with the learning and teaching focus on reading. Teacher judgement was triangulated with the SNSA Norming studies at both P4 and P7. SNSA for all pupils at P1, P4 and P7 have been introduced this session, and the diagnostic data used when agreeing next steps for learners. SMT Learning Talks with sample pupils from each class have focused on reading and writing. This monitoring programme has allowed SMT to ensure consistency and expectations across the school, and highlighted next steps at learner, staff, stage and school level. Funding applications for our school library have raised funds which have enabled a refurbishment of the learning space with pupil designs and staff input. I-hub webinar with First News newspapers have been used to their full potential to improve reading classrooms. Pupil feedback on First News has been mixed, and therefore we will look at alternative genres next session. Projected achievement of a level June 2018 (ASN % in brackets):	Continue to build up a bank of holistic assessments with a literacy focus for reference. Continue to develop key reading and writing assessments aligned with the benchmarks; focus on specific criteria within a range of genres. Continue to moderate reading and writing assessments in line with Education Scotland's moderation questions, at school and cluster level. Further professional dialogue opportunities to build on shared expectations, at school and cluster level. (PEF funding) Develop pupil –friendly versions of criteria for reading/writing assessments as needed to aid in both peer and self –assessment and for jargon –free comments for reports. Continue to re-organise the school library, updating as funding becomes available. Survey pupils on book genres and identify gaps for resources. When library is updated, continue to source new resources to build on enjoyment of reading. Extend range of decodable readers through Dandelion scheme.

	Listening & Talking	Reading	Writing
P1	80% (14% ASN)	71%	67%
P4	78% (15% ASN)	78%	67%
P7	82% (8% ASN)	82%	78%

| **School Priority 2:** Building shared standards and expectations in Numeracy

NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy

NIF Driver:
Teacher Professionalism;
Parental Engagement;
Assessment of Children's Progress.

HGIOS? 4 / HGIOELC? QIs:
2.2
Development of the curriculum;
Learning pathways;
Skills for learning, life and work;
2.3
Learning teaching and assessment;
2.6
Transitions
Collaborative planning and delivery;
Continuity and progression in learning
3.2
Raising Attainment | Throughout the year the Early/ First level staff have continued to develop and implement the Maths Recovery approach. Our Numeracy Champions led collegiate meetings where the strategies, hinge questions and interventions were shared with all staff and secondary representatives. All staff have used the hinge questions as a pre-assessment before embarking on the phased approach to close any gaps in all pupils' learning. Across the school, pupils identified as slightly under-achieving through the analysis process, received focused interventions. Most of these pupils have raised attainment in their numeracy. The impact of these interventions was monitored through follow-up assessments. The Champions were available to support all staff.

The Numeracy champions have built a shared understanding of progression, delivery and assessment for all teaching staff, relevant learning assistants and secondary representatives through collegial activities and through 1:1 input. The Numeracy Champions have used this expertise to map the Benchmarks against our current tracking, and update accordingly. The Learning Trios have focused on numeracy, whereby staff have developed a shared understanding and expectation of progression in Numeracy. The staff audit showed an increase in staff confidence in this area.

Key holistic assessments with a numeracy focus have been developed through the Learning Trio process, and a bank of these has been initiated. This has helped staff to develop better understanding and delivery of the assessment process. Key staff liaised with secondary staff to develop a set of Third Level numeracy units to ensure that pupils can be challenged further as appropriate. All staff will meet in June to share and moderate holistic numeracy assessments with each other and secondary representatives. They will discuss the process they undertook / the successes/impact and challenges identified.

New resources have been bought and used across all early and first classrooms. PEF funding was used to subscribe to a digital mental maths website: this has proved motivational for most learners across the whole school and has been used by all teachers. A small test of change was carried out in P3 using this digital resource: this showed the increase in speed and accuracy, as well as motivation and confidence.

During SMT observations of numeracy lessons, the focus on learning and teaching of numeracy in all classes was evident in all classes. All staff used assessment and attainment data to differentiate activities accordingly and clear progression was evident from class to class with numeracy tracking used effectively to ensure progression. As a result of this, all staff are able to identify the progression of individual learners; identify any barriers to learning and initiate interventions as required.

Through the SMT observations of lessons, a range of mental maths strategies have been identified which include:
-In most classes quality questioning building upon prior learning and understanding was evident.
- All staff are assessing formatively as the lesson progresses and tailoring support and challenge accordingly.
- The level of pupil engagement is high in all classes with the majority of pupils on task, completing activities and with few disruptions to the teaching and learning process.

Teacher judgement was triangulated with the SNSA Norming studies at both P4 and P7. SNSA for all pupils at P1, P4 and P7 have been introduced this session, and the diagnostic data used when agreeing next steps for learners. SMT Learning Talks with sample pupils from each class have focused on numeracy. The pupil sample from each class responded positively about their numeracy. This monitoring programme has allowed SMT to ensure consistency and expectations across the school, and highlighted next steps at learner, staff, stage and school level.

Projected achievement of a level June 2018 (ASN % in brackets): | Continue and develop the maths recovery approach by identifying pupils who will benefit from this methodology. Extend this approach further into P3 and P4.

Investigate why some pupils did not make the anticipated progress to see if lessons can be learned.

Access PEF money to pay for identified teachers to deliver the individual interventions as identified through the baseline assessment in August. (PEF funding)

Continue the development of holistic assessments with a numeracy focus through the Learning Trio approach, sharing good practice and challenges encountered with a view to modifying the process if needed. (PEF funding)

Implement the agreed Third Level units as appropriate, and refine as needed.

Continue this process, holding professional dialogue with teachers around the progress individual learners are making and to identify if any pupils are not making the expected progress. This will facilitate dialogue around what interventions (if any) could be used to close this gap in attainment.

Teachers who are willing to share good practice in terms of questioning to build upon prior learning to lead a collegiate or working group. |

	Numeracy
P1	76% (14% ASN)
P4	70% (15% ASN)
P7	78% (8% ASN)

| School Priority 3: **Closing the Gap**

NIF Priority: **Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing**☐

NIF Driver:
Parental Engagement;
Assessment of Children's Progress;
School Improvement.

HGIOS? 4 / HGIOELC? QIs:

2.1
Arrangements to ensure wellbeing
2.2
Skills for learning, life and work
2.4
Universal support;
Targeted support;
Removal of barriers to learning
2.5
Early intervention and prevention
2.7
Development of partnerships;
Impact on learners
3.1
Wellbeing
Inclusion and equality
3.2
Quality of achievements;
Equity for all learners
3.3
Employability skills | **Support for Learning**
In June 2017, we updated the transition documentation to ensure that health, social and learning needs were tracked and passed on to the new Team Around the Child as pupils move class or school. Staff trialled this documentation through transition meetings and these were adapted for next session as required.

The Principal Teacher (Support for Learning) and the Support for Learning teacher developed their understanding of the use of Boxall profiles to analyse a child's health & wellbeing needs. These were used to inform targets within the IEPs, and learning assistants collaborated to build a shared understanding of these. These targets were then used to create pupil-friendly target charts. We have tracked progress with these targets using the star charts, and refined as required.

Staff have been offered professional learning opportunities linked to the needs of the pupils in our care e.g. ACC and FAS. This has provided opportunity for discussion with colleagues and built our shared understanding in order to more accurately meet the needs of the learners.

Parental Engagement
In March 2017, parents were surveyed as to the homework programme as they attended the Learners' conferences. The results of this survey were used to refine the homework programme. Feedback from parents and pupils is used to refine on an ongoing basis. The majority of parents were positive about the changes when audited in February 2018.

During the June INSET, staff explored parental engagement as an improvement driver using Education Scotland materials. In stage teams, they created a year overview for the forthcoming session and highlighted opportunities for parental engagement.

Following each Come & Join Us session, staff discussed with the children, reflected upon the session and refined as needed. We then surveyed parents in February 2018 to evaluate the sessions, and discussed next steps with the Parent Council.

In February 2018, staff moderated the class written reports using the Moderation Hub materials. The parental feedback was then considered and staff adapted the format of the written report.

Learning Environment
Funding was secured for the playground, and plans drawn up in collaboration with the Pupil Council. Resources have now been purchased and the implementation phase underway.

A review of the Learning Centre environment was completed with the Resources Manager for ASN: this highlighted areas for development based on the needs of our current learners. Quotes for this have been sourced, and a work plan is currently being drawn up. This highlighted the need for additional nurture zones around the school for some children who are within the poverty gap rather than solely ASN. | Refine class needs lists as required, and use as basis for transition meetings. These meetings will be attended by class teachers and learning assistants as far as possible.

All staff to undertake training on the development of Boxall profiles, and how to analyse these to determine HWB targets.

Continue to identify professional learning opportunities based on the needs of the learners.

Staff to build shared understanding of these needs and identify support plans as a team.

Continue to refine the homework programme as required, following the parental audit.

June: staff to plan the forthcoming year, and highlight opportunities for parental engagement and sharing the learning. Consider the format of these using the parental feedback.

May-June 2018: implement new report format.

June 2018: adapt new format as required, following feedback from staff, pupils and parents.

Complete implementation of the playground development. Track impact through pupil council, learning talks with classes, tracking of the behaviour logs.

Implement playground social stories with ASN pupils as required. Track impact of these using Leuvens scale, and refine as needed.

Identify areas for additional Nurture zones (PEF funding) |

| **2.1.1 Report on the impact of PEF**

• **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?** | **Pupil Equity Interventions**
In June 2017, all staff identified which of our children should be targeted by the PEF funding, and highlighted possible interventions. Priorities were established by the SMT, for a range of interventions, including Nurture, Cool Connections, Closing the Gap and Numeracy early intervention. In August and September, staff undertook training according to the nature of the intervention they were delivering e.g. TLQ, Emotionworks. This has enabled us to offer a range of interventions as needed, and to ensure we have sustainability with staff increasing their expertise.

The impact of these has been tracked from a baseline assessment on an ongoing basis, with the assessment used tailored to the nature of the intervention e.g. focused literacy and numeracy assessments, or using the Leuvens scale to track attitude, confidence and motivation.

The impact of these interventions was reviewed on a termly basis using the ongoing data, pupil evaluation and staff evaluation, as well as being discussed in attainment meetings bi-annually. We have then amended priorities as an intervention has come to a natural close, or if an intervention needs to continue.

The ongoing data and the focused analysis show that the majority of pupils receiving these interventions have made progress against the initial criteria. Some interventions have continued throughout the session, and data shows that it will be beneficial for this to continue.

We track the attainment of all pupils triangulating the evidence of formative and summative assessments in class, as well as the focused assessments of the PEF interventions. This data shows that all children supported through the PEF have made progress both in literacy and numeracy, as well as in their Health & Wellbeing through use of the Leuven scale. Our tracking data shows several children have significantly closed the gap, making more progress than the timeframe.

We will continue to refine the interventions, establishing priorities for the children as required. We will continue to track impact, and adapt plans as required.

We have also used some of the PEF funding to enable specific pupils to be more included in the school community by ensuring they can attend trips and residential opportunities, as well as providing costumes for non-uniform days. The impact of this has not been tracked in isolation, but staff have monitored the presentation and confidence of these pupils, and this has been triangulated against other evidence including number of behaviour incidents and attendance as well as attainment data. |

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**
1.1 Self-Evaluation for Self-Improvement • *Collaborative approaches to self-evaluation* • *Analysis and evaluation of intelligence and data* • *Impact on learners' successes and achievements.*	• Staff work effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge, working within stages, whole-school and cluster level. We continue to plan for collaborative approaches for class/level/school/cluster to take forward. • Termly Support for Learning consultations, and bi-annual attainment meetings use the data we hold for each learner triangulated with our knowledge of the child to analyse next steps and any interventions required. We track the impact of these interventions, and adapt plans as needed. • Data is collected on an ongoing basis for all interventions, enabling us to assess the impact of these and refine as required. This data includes summative assessments for literacy and numeracy, as well as the Leuvens scale for HWB programmes or interventions. • We have an established monitoring programme, and have extended the observations of practice to include learning trios. This has enabled us to plan, evaluate and refine collaboratively and build a shared expectation. • The monitoring programme includes regular opportunities at school level for staff to moderate planning and assessment, and samples of work to ensure we have a shared understanding of standards. • We evaluate the impact of our improvement agenda through focused audits for pupils, parents and staff, as well as an ongoing programme of learning talks, samples of work.	• Continue to place improvements for our learners at the heart of self-evaluation and professional learning. • Embed the termly Support for Learning consultations, with greater involvement of all staff working with a child when determining next steps in a child's learning plan. • Continue to embed the learning trios, building shared expectations and standards. Use the Benchmarks and Moderation Hub materials as a basis for these. (PEF funding) • Continue to build in regular opportunities for moderation using the Moderation Hub materials, both at school and cluster level.	4 6

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.*	• Moderation activities include staff sharing practice; staff planning learning, teaching and assessment in stage groups; peer observations; stage moderation of planning and assessment folders at other levels; cluster level work on numeracy; authority work on achievement of a level. • Opportunities for leadership exist at all levels through the stage teams and working parties, as well as through participation in cluster and authority activities. Several members of staff sit on authority working parties and two teachers have been involved as QAMSO working with Education Scotland. • Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component. • The focus on raising attainment provides opportunity for research to be undertaken / working within a small test of change. Therefore we can track the impact of interventions and adapt in a timely manner as required. • The majority of staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. • The HT carefully guides the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies).	• Continue to develop a shared understanding of achievement of CfE levels through moderation at school, authority and cluster level. • All staff to be encouraged to take on leadership roles both within and outwith the school. • Further develop opportunities for practitioner enquiry as part of the improvement process. Look to maximise opportunities to support collaborative learning within and across stages as well as across schools in cluster and collaboratives.	5

| 2.3 Learning, Teaching and Assessment
• *Learning and engagement*
• *Quality of teaching*
• *Effective use of assessment*
• *Planning, tracking and monitoring.* | • Our curriculum rationale reflects national policy as well as the factors that make us Calside.
• Planning for progression in young people's learning is in place across all curriculum areas as well as the four contexts and shows how knowledge, understanding and skills are built over time.
• Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Quality assessments are planned for within the learning & teaching process, using the Benchmarks as a reference point.
• The majority of teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning.
• We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the individual (pupil, parent, support staff and teacher).
• Staff are encouraged and supported to reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners.
• Most teachers are developing their understanding of holistic judgement to track and report on pupil progress through CfE levels, through cluster and authority moderation work. Mrs Cairns and Miss Bradley have both been involved in the national QAMSO training and therefore have led quality moderation discussions.
• Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being. | • Continue to prioritise quality learning and teaching as our core business.
• Continue to build assessment into the planning and learning process, using the Moderation Hub materials to deepen our shared understanding and considering how assessment approaches meet the needs of our diverse learners.
• Embed the use of the Benchmarks within Literacy, Numeracy and HWB to ensure that we are planning quality assessments in line with national expectations.
• Build in regular opportunities to reflect upon our key literacy and numeracy assessments as part of our literacy and numeracy pathways. Review and refine as needed.
• We will be moving to SEEMIS Tracking & Monitoring as directed by D&G: staff will need time to familiarise themselves with this system and it will take time to adapt across all curriculum areas.
• Develop parental workshops to support parents with their understanding of how reading develops, and how they can help at home.
• Review and evaluate the numerical approaches (Number Talks and SEAL), and engage in further dialogue at stage, school and cluster level to continue to develop our shared understanding of how numeracy develops.
• Develop parental workshops to support parents with their understanding of how numerical skills develop, and how they can help at home.
• Continue to develop and embed our Team Around the Child approach.
• Continue to embed our digital literacy strategy, with staff accessing professional learning opportunities as needed.
• Continue to embed and add to our French and Spanish programmes, with staff accessing professional learning opportunities as needed. | 4 |

| 3.1 Ensuring wellbeing, equality and inclusion
• *Wellbeing*
• *Fulfilment of statutory duties*
• *Inclusion and equality* | • Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the well-being of all. The majority of our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. All pupils can identify a key member of staff that they can speak to.
• Most staff, children and young people know, understand and use the well-being indicators as an integral feature of school life. Second level pupils annually develop a guide for parents as to the well-being indicators.
• Staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, well-being and inclusion of all children and young people.
• Child Protection and GIRFEC procedures are followed by all staff, who have a very good understanding of these. We know the needs of our children well.
• All members of the Senior Management Team have up-to-date training on GIRFEC and Child Protection. An annual review of training needs is completed and actioned as required.
• The majority of our young people show consideration for others and demonstrate positive behaviour and relationships. | • Continue to embed the SHANARRI units in our Health and Wellbeing curriculum across all levels.
• Further develop the inclusion agenda through the Boxall training for all staff, to build understanding of HWB needs and how to determine targets using these.
• Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. (PEF funding) | 5 |

3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' 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*	• Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement. Attainment data is used to track learner progress over time in all stages, determining next steps for learners and any required interventions. Our achievement of a level statistics are collected in June each year. • All teaching staff are developing their understanding of the Benchmarks in determining a learner's attainment. • Teaching staff use a range of evidence to assess pupil progress, and use this data as a basis for professional dialogue in Support for Learning consultations, attainment meetings, transition meetings and planning sessions. • We have an established monitoring programme which maintains a tight focus on attainment in literacy and numeracy. This is used reflectively to identify next steps. • We have created numerous opportunities to celebrate and share wider achievements, with Second level pupils achieving accreditation through the Dumfries High cluster Go Getters award scheme. The Learning Passports allow us to track wider achievements and share these between home and school. They also offer learners the chance to build self-awareness and evaluation skills.	• Continue to prioritise attainment for all, and identify interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. (PEF funding) • Continue to increase teacher confidence in their judgement of attainment using the Benchmarks, to ensure that we are planning quality assessments in line with national expectations. • Continue to build assessment into the planning and learning process, using the authority materials to deepen our shared understanding and considering how assessment approaches meet the needs of our diverse learners. • Offer parental workshops at each level for literacy and numeracy, to support parents in their understanding of literacy and numeracy strategies. This will help parents to support their child's learning at home. • Work with our cluster colleagues to refine the Go Getters as a launch pad into nationally accredited programmes such as Duke of Edinburgh awards.	4
2.2 Curriculum: Theme 3 Learning Pathways	• Our curriculum is planned to offer flexible learning pathways building on prior learning. Pupils have input into their learning journeys and discuss their next steps with a member of staff regularly. • We have strategies in place for Literacy, Numeracy and Health & Wellbeing which detail a wide range of interventions we select from on an individual basis when a need is identified. • Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies to meet a personal or social need. The school Digital Literacy strategy has been disseminated through the cluster, and staff have attended a range of training to ensure that we can deliver this strategy. Our success in this area was recognised when we were awarded the Digital Schools Award.	• Evaluate and refine the learner conferences following the parental and pupil audit. • Evaluate and refine the reflective Learning Passports following the parental and pupil audit. • Continue to embed the digital literacy strategy, and continue to increase staff and pupil confidence by rolling out four pillar planning and CPL packs as required. Further CPL support available if requested. • Continue to offer Cyber Safety workshops for parents following the current CEOP and Childline advice. Offer an extended range of digital sessions to parents, with pupils leading workshops for parents/families. • Continue to roll out the use of Blogs and Yammer for pupils to share and celebrate their learning. • Carry out a further skills audit to ascertain impact of developments and supports provided.	

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| 2.7 Partnerships – Theme 3: Impact on Learners

The impact of parental involvement on improving children and young people's learning. | • We communicate with parents and families in a variety of ways, including the termly class newsletters and the weekly Learning Passports. Wider achievements are shared between home and school, and are celebrated through newsletters, the website and assemblies.
• We have developed our learning conferences to include pupils and parents together in conversation about pupil learning, and next steps. This has increased parental awareness of their child's learning journey.
• We have implemented an active homework programme, which has been updated in line with parental feedback. These active projects have also increased parental engagement in learning for most families.
• We offer a range of opportunities throughout the school session for parents and families to come into school to share in the learning. These include Come & Join Us sessions, assembly presentations and the opportunity to look at work in class as well as events such as the Christmas Fair and shows.
• We work with a range of partners including Active Schools, IBike and Let's Get Sporty to enable us to offer a range of after-school activities in blocks throughout the year. The staff also run clubs after school, and the P6 & P7 Play Leaders run clubs during the school day once they have completed their Playleader Scotland training. | • Implement the revised report format, and evaluate with staff, pupils and parents. Refine as required.
• Evaluate and refine the Learner Conferences, Learning Passports and Come & Join Us sessions following the parental and pupil audit.
• Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. digital literacy.
• Continue to offer a range of opportunities for parents to be engaged in the life of the school and in celebrating their child's achievements. Use parental feedback to adapt these as needed.
• Continue to seek parental involvement in running activities and clubs. |

School selected QI: 2.5 **Family Learning Theme 2 Early Intervention and Prevention**	• Our staff use a range of data to inform us of community and individual family needs, and use this data to ensure appropriate interventions in a timely manner. We use our knowledge of our children and families to inform targeted support. • All our staff are aware of the factors causing child poverty within our community, and work with parents and an extensive range of partners to develop plans to minimise the effects of poverty. Our Health & Wellbeing strategy includes examples of the wide range of interventions we employ as needed.	• Continue to develop staff understanding of potential barriers to family engagement, to ensure we are appropriately responsive to the needs of our families. • Continue to use the Pupil Equity Funding to offer a range of early intervention strategies as identified through our support for learning consultations and attainment meetings. Monitor the impact of these interventions through small tests of change. (PEF funding) • Continue to develop parental and pupil-led workshops to further engage parents in their child's learning. • Create a family learning space within the school. (PEF funding) • Continue to review how we communicate with parents, aiming to reach all families regardless of home situation. • Continue to seek family learning opportunities from our professional partners.

3. SCHOOL IMPROVEMENT PLAN   2018 - 19

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 Building shared standards and expectations in Literacy **NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy** **NIF Driver:** **Teacher Professionalism;** **Parental Engagement;** **Assessment of Children's Progress.** **HGIOS?4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	Increasing staff confidence in assessing literacy both as focused assessments and holistic assessments, to ensure that learners are both mastering key literacy skills and also able to transfer those skills to other areas of curriculum. Shared understanding and expectations will lead to a coherent pathway for each pupils, and ensure both support and challenge as required. Pupils will know what their next steps are and have increased ownership of their own learning, leading to increased motivation and pace. Pupils will have a wider understanding of their skills and why they need them. A wider range of genres will enable us to motivate readers, and develop their own likes/dislikes, creating readers who are more independent. Creating a stimulating library environment will create space for parents and families to join us for collaborative learning opportunities, strengthening the link between home and school in a positive environment.	Add to bank of holistic assessments with a literacy focus for reference. Continue to develop key reading and writing assessments aligned with the benchmarks; focus on specific criteria within a range of genres. Continue to moderate reading and writing assessments in line with Education Scotland's moderation questions, at school and cluster level. Further professional dialogue opportunities to build on shared expectations. Develop pupil –friendly versions of criteria for reading/writing assessments as needed to aid in both peer and self –assessment and for jargon – free comments for reports. Continue to re-organise the school library, updating as funding becomes available. Survey pupils on book genres and identify gaps for resources. When library is updated, continue to source new resources to build on enjoyment of reading. Extend range of decodable readers through Dandelion scheme.	Collegial time September and January; Cluster level September collegial, Feb INSET day and June collegial; Regular stage meetings through the year. Learning trios September and January August INSET for development of pupil criteria. September- implement. Review and refine on an ongoing basis through stage and staff meetings. Funding from Foyles Foundation confirmed; participation in Tesco Token scheme May 2018; school sponsor events. Other sources of funding will be sought. Survey pupils June 2018; order resources dependent on results. Parental workshops in September with a literacy focus; Come and Join Us events through the year.

School Priority 2: Building shared standards and expectations in Numeracy **NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy** **NIF Driver:** **Teacher Professionalism;** **Parental Engagement;** **Assessment of Children's Progress.** **HGIOS?4 / HGIOELC QIs:** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work; 2.3 Learning teaching & assessment; 2.6 Transitions Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	Embedding the maths recovery approach will ensure consistency and rigour in identifying pupils who require intervention in their numerical development. This will enable us to intervene in an appropriate manner, and therefore should support learners in their attainment within numeracy.	Continue and develop the maths recovery approach by identifying pupils who will benefit from this methodology. Extend this approach further into P3 and P4. Investigate why some pupils did not make the anticipated progress to see if lessons can be learned. Access PEF money to pay for identified teachers to deliver the individual interventions as identified through the baseline assessment in August.	May 2018: 2 of P3 & P4 teachers to undertake maths recovery training. June 2018: end of intervention assessments to be completed by current Numeracy Champions, and next steps identified for those pupils already undertaking intervention. August 2018: baseline assessments for P1-P4 to be completed by class teachers with support from Numeracy Champions. Results will determine interventions. Sept onwards: identified interventions to commence, through an ongoing process of evaluation and amending as needed. June: P3 & P4 teachers to meet at cluster level to moderate and review interventions.
	Embedding the Learning Trio approach will continue to increase staff confidence and understanding of holistic assessments. This will allow pupils to apply and transfer their skills in numeracy into other areas of the curriculum, and therefore increase their confidence in numerical application.	Continue the development of holistic assessments with a numeracy focus through the Learning Trio approach, sharing good practice and challenges encountered with a view to modifying the process if needed. Further professional dialogue opportunities to build on shared expectations.	November and March: learning trios with a numeracy focus (PEF funding) Followed by collegial time for whole-staff discussions on trios, and identifying next steps.
	Implementing the Third level units will enable us to increase expectations for pupils who are achieving within second level, and ensure no ceiling is set on their attainment in maths.	Identified staff to implement the agreed Third Level numeracy units as and when appropriate. Staff to then liaise with secondary staff to review these units and refine as needed. Identified staff to shadow secondary Maths staff in S1 lessons to ensure shared understanding of concepts and expectation.	June 2018: P6 and P7 teacher to shadow secondary S1 maths classes August 2018: feedback from P6 & P7 teachers to staff as to expectations. Refine units as required. Sept onwards: Third level units to be implemented as appropriate. Review and refine on an ongoing basis. May 2019: second level staff to meet with secondary staff to review and refine units as needed.
	Building parental confidence in supporting their child in numeracy through parental sessions will enable pupils to be supported at home appropriately. This will build pupil achievement as a result.	Staff to work in stages to develop and implement parental sessions on Numeracy. Refine and amend as needed.	Sept 2018: collegial to plan and implement a teacher-led session on numeracy. Review and refine as needed. (PEF funding) January 2019: Come and Join Us session with a numeracy focus.

School Priority 3: Closing the Gap **NIF Priority: Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing** **NIF Driver:** **Parental Engagement;** **Assessment of Children's Progress;** **School Improvement.** **HGIOS?4 / HGIOELC Qis:** 2.1 Arrangements to ensure wellbeing 2.2 Skills for learning, life and work 2.4 Universal support; Targeted support; Removal of barriers to learning 2.5 Early intervention and prevention 2.7 Development of partnerships; Impact on learners 3.1 Wellbeing Inclusion and equality 3.2 Quality of achievements; Equity for all learners 3.3 Employability skills	**Support for Learning** Further develop the inclusion agenda through the Boxall training for all staff, to build understanding of HWB needs and how to determine targets using these. This will enable all staff to meet the needs of learners more accurately. The curriculum for learners with additional needs will be tailored to their individual needs, and therefore support their achievement. **Pupil Equity Funding** Provision of appropriate interventions will support learners to overcome any barriers to learning and therefore they will be more ready to learn, supporting their attainment and achievement. Staff will have increased confidence in a range of interventions, and a shared understanding of the barriers to learning that our pupils face.	Refine class needs lists as required, and use as basis for transition meetings. These meetings will be attended by class teachers and learning assistants as far as possible. All staff to undertake training on the development of Boxall profiles, and how to analyse these to determine HWB targets. Identify professional learning opportunities based on the needs of the learners. Staff to build shared understanding of these needs and identify support plans as a team. Identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. (PEF funding) Impact of interventions to be tracked using appropriate method e.g. literacy or numeracy assessment, or Leuvens scale for HWB. Development of star charts to track impact of interventions, to involve learner and parent in the process. Staff training on prioritised interventions as required. (PEF funding) Learning trios to enable staff to build shared understanding and expectations. (PEF funding) Identified staff to shadow learners, or intervention programmes, to build shared understanding of the barriers individuals face. (PEF funding)	HT and PT (SfL) May 2018; Class teachers and learning assistants June 2018. All staff- June INSET, and August INSET PT (SfL) to identify needs in August 2018; Training then arranged; Termly Support for Learning meetings and bi-annual transition meetings. Staff audit June 2018; HT and PT (SfL) June 2018; Interventions commence August 2018. (PEF funding) Tracking of impact ongoing; Interventions to be reviewed termly and then adapted as required. PT (SfL) to lead staff development Aug 2018; Team meetings to develop; Review Jan 2018 and refine as needed. HT and PT (SfL) to identify training needs June 2018, and training to be arranged as required. (PEF funding) Trios September, November, January, March and May (PEF funding) Collegial time to review impact and refine. Cover provided to release staff May and June 2018, then as required. (PEF funding)

	Parental Engagement Parents/families will increase their awareness of the child's strengths, and next steps in learning. They will be able to confidently support their child in their learning. Pupils will be supported in their attainment and achievement through both home and school.	Implement new report format. Survey parents as to new format. Adapt new format as required, following feedback from staff, pupils and parents. Staff to plan the forthcoming year, and highlight opportunities for parental engagement and sharing the learning. Consider the format of these using the parental feedback. Evaluate and refine the learner conferences following the parental and pupil audit. Evaluate and refine the reflective Learning Passports following the parental and pupil audit. Continue to refine the homework programme as required, following the parental audit.	Class teachers May 2018; HT June 2018. HT June 2018, staff review June 2018. June INSET: whole school and stage meetings. Feedback following each event; staff meeting discussion as to required changes; Parent Council review Jan 2019. Staff review Sept 2018 in development time; SMT update conference record sheet; Amended sheet implemented Nov 2018; Parent Council review and adapt Jan 2019; Further changes if required. Staff review June 2018; SMT adapt and refine; Implement August 2018; Survey parents Feb 2019, and refine further if required. Whole staff meeting Sept 2018; stage meetings termly; Review with Parent Council Jan 2019; Survey parents Feb 2019, and refine further if required.
	Learning Environment The provision of Nurture zones will enable us to offer individualised support to those pupils who require a nurturing approach. This will support these individuals in their health and well-being, which in turn will support their achievement. The development of social stories for the playground will support those pupils who find these unstructured times difficult. This will help them to build strategies for their social and emotional well-being.	Identify areas for additional Nurture zones (PEF funding) Complete implementation of the playground development. Track impact through pupil council, learning talks with classes, tracking of the behaviour logs. Implement playground social stories with ASN pupils as required. Track impact of these using Leuvens scale, and refine as needed.	Staff to identify possible areas June 2018; Resourcing and creation of Nurture areas Aug 2018 onwards. Mrs. Cairns to lead on implementation phase, liaising with Pupil Council on an ongoing basis. Termly monitoring of behaviour by SMT; Learning talks Sept 2018 and Feb 2019. PT (SfL) to develop social stories for zones; PT (SfL) to lead staff development time Sept 2018 to build staff understanding of these; Track impact on an ongoing basis.