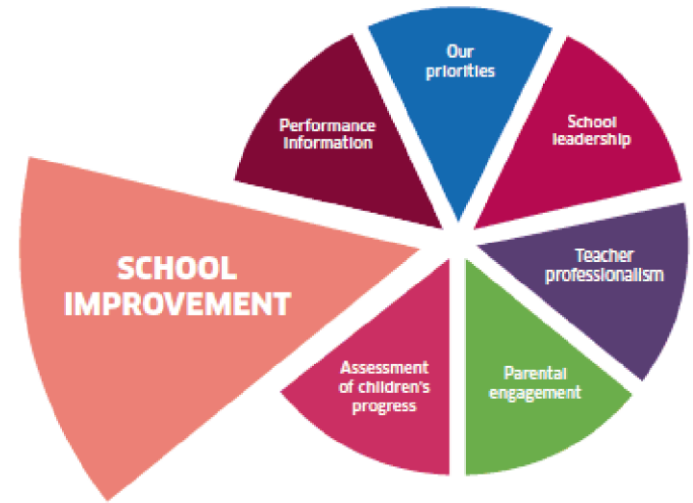
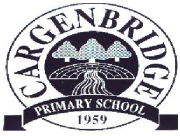


**Working Together
Learning Together**



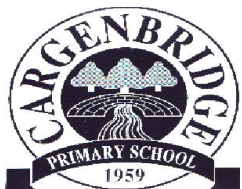
School Improvement Planning

Review of last year 2019/20 and a look forward to
this year 2020/21



What is School Improvement Planning?

- A school improvement plan is a method of identifying and agreeing specific areas to be improved during the school year. Parents are invited to be part of this process.
- Progress is monitored and successes and next steps are identified and reported back to parents during the year and at the end of the year.
- A copy of the full school improvement plan is available on request. This year this should be read along with our Education Scotland Inspection Report
- You can be involved by giving us your views and feedback, by taking part in school activities, attending meetings and by giving us ideas how to share information with you.
- In our recent Education Scotland Inspection there were 54 responses. Click on link for responses from parents and pupils <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=1931>



Review of 2019/20 Priorities

To raise attainment in numeracy.

What have we done and how well have we done?

Through the introduction of **number talks P3-7** pupils are more open to discussing and sharing strategies. Staff report there is more sharing of strategies so pupils can choose ones they prefer. The children are also using more mathematical language.

Introducing a different approach called Developing Number Knowledge at P1/2 has meant that the children have shown more of an understanding of numbers and this has transferred across into other areas of numeracy

We have used information from the Scottish National Standardised Assessments to help diagnose next steps for individual children and to help plan appropriate learning and teaching opportunities. We completed these at different times P7 December, P4 February. Unfortunately P1 did not complete these due to Covid 19.

Staff continued to use a new tracking SEEMIS system to help with assessment within a level. Deeper conversations and use of benchmarks has helped us to look at progress over time.

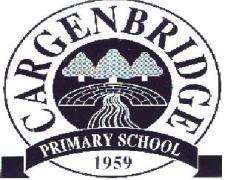
Next Steps

Continue with this and develop further with the children.

This approach is being looked at and used across all classes.

Continue with this and use these earlier in the year to help with our recovery planning

Continue to use this and have professional dialogue about the different stages of progression. Carry out moderation of in this.



Review of 2019/20 priorities

Priority – To review our current IDL bundles and create new contexts for learning

What have we done and how well have we done?

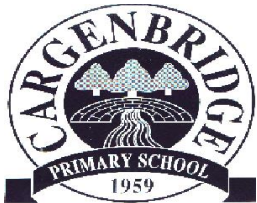
- We worked on the moderation cycle and with a focus on the planning stage. This enabled staff to streamline learning to ensure it was progressive and matched the actual Es and Os for each stage. Within the cluster we started to look at assessment at the planning stage.
- Learning was better matched to Es and Os and appropriate for the stage. We still allowed some personalisation and choice to extend topic into the next level to ensure engagement, challenge and to meet our individual contexts.
- Created a new Anniversary bundle and our revisited Solar Systems topic

Next Steps

Continue with Cluster work once we can meet up together

Continue to review topics as part of review of C for E rationale and Curriculum overview.

As part of recovery planning the children can choose which topics they would like to learn to allow them to engage fully with their learning.



Review of 2019/20 Priorities

Priority -To establish support systems in school to improve the wellbeing of our pupils.

What have we done and how well have we done?

- The introduction of Emotion Works this year has helped the children discuss emotions and feelings and better engage in class work as a result of this. Following any issues, they were better able to move on from the incident.

We reviewed our Anti Bullying Policy

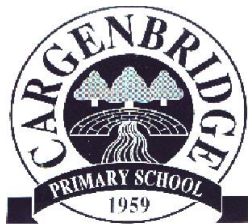
- less reports of bullying due to nurture input and support. More of a sense of respect and understanding of bullying.
- Updated bullying policy with staff and parents. Small amount of parent engagement but those who did gave valuable feedback to be included.
- Kiva input continues to involve the children more in understanding what bullying is and to how it is a joint responsibility.
- More of a solution focus approach and less blame.

We introduced a new wellbeing tracker

- We now have more robust information on the pupil views of the wellbeing indicators.
- This information now enables us to focus interventions on particular indicators which are pertinent to each person.
- It gives us more opportunities to have in depth discussions between teacher and pupil and between teacher and HT.
- Gives us a positive foundation to support children more efficiently.
- Has now gave us the information so we can focus on particular indicators across the whole school.
- Children have shown to have improved their language related to reviewing these wellbeing indicators. They have shown understanding of what these indicators mean and can explain why they have given them a particular grade.

Next Steps

Continue with all of these as part of our recovery planning and support



Look forward to 2020/21 Priorities

Priority	To continue with our priorities from 19/20
What we aim to do	<ul style="list-style-type: none">• Introduce Developing Number Knowledge across all stages of the school.• Introduce the Clicker 7/8 resource for identified children to help with their writing skills• Continue with Nurture input across the school and with identified children.
Priority	To develop the areas for development identified in our recent Education Scotland Inspection
What we aim to do	<ul style="list-style-type: none">• Streamline the school's priorities for improvement to ensure a greater focus on improving attainment.• Continue to improve learning and teaching across the school, ensuring an appropriate level of pace and challenge for all learners.• Promote learning about equality and diversity to ensure children gain an understanding of the wider world in which they live and will work.• Look at some of the other areas which were discussed during the inspection such as reviewing school rationale and curriculum overview in line with the CfE refresh, skills development
Priority	To support children, parents and staff when returning to school.
What we aim to do	<ul style="list-style-type: none">• More responsive planning to take account of children's interests and wellbeing.• Focus on the health and wellbeing of our pupils, staff and parents• Adapt how to interact with parents during this time