**3. SCHOOL IMPROVEMENT PLAN 2019 - 2020**

***Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.***

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| ***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.***  |
| Improvement Area | **How are you using pupil equity funding to improve outcomes for learners?**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*****Whole school self evaluation- Evidence leading improvement*****NIF Priority****Improvement in attainment, particularly in literacy and numeracy.****NIF Driver****School improvement****HGIOS?4 / HGIOELC QIs** | All stakeholders contribute meaningfully to evidence base for improvement for learners.Learners benefit from improved pace and challenge through increased scrutiny of key evidence by teachers.Clarity of evidence shows clear improvement pathway for all.Increasingly focused monitoring and tracking systems across the school contributes to year on year improvement in past priority areas as well as current priority areas.  | Attainment meetings between management staff and class teachers to increasingly include ‘presenting *evidence’* as part of attainment and achievement conversations around successes and barriers to learning. | **Management team****Class teachers****Adjust format of our programme of planned attainment meetings.****Attainment meetings decisions are clearly evidenced in classroom practice and gathered evidence of school monitoring process.** |
| **School Priority 2*****Skills for learning life and work*****NIF Priority****Improvement in employability skills.****Improvement in children and young people’s health and well-being.****NIF Driver****Teacher professionalism****Parental engagement****HGIOS?4 / HGIOELC QIs** | All children continue to develop improve their skills of cooperative working, including individual and group organization and leadership as they move through the school at second level. ( builds on principles learned via previous Outdoor Education Service programme due to removal of that service from local authority.)Use of our revamped garden/cooking facilities as an important curriculum resource that is integral to planned well-being/ food technology teaching.- pre-planned as part of IDL bundles.Financial ‘comsumables’ plan/system required for school to enable easy staff access to necessary food/gardening/technology consumables.Communication Champion to work with all teaching staff to agree detail of moderation of T&L. | Use of Lego Wedo -Two staff with LegoWedo training to cascade training to other staff via CAT.Garden club staff to train class teachers and support staff via CAT in the basics of planting and maintaining our vegetable and flower garden/pots. Ht to include risk assessments as part of this process.Through collegiate teacher working benchmarks relating to food technology outcomes to have clear path through our school curriculum.Engage with Outdoor Education Private Provider (Lockerbie Manor) to continue some adventure sport provision for P7.Have at least one member of staff as School Communication Champion- attend training and share with rest of teaching staff. Improve outcomes for all learners – 3-12. Investigate possibility of breakfast club run by parents from targeted group | Evaluate through focus group of learners according to principles of professional enquiry.Management and CTs to monitor and track skills for life and work within planning benchmarks.Release staff to work collaboratively on highlighting this pathway for all teachers and learners.Effectiveness of new privately provided **Management/CT & Lockerbie Manor staff****Continue to use local authority Employability Toolkit as resource for evaluation of effectiveness.****Mrs Chierci-Black as Communication Champion.- Through NHS S&L**  |
| **School Priority 3****Improving achievement and attainment for all.****NIF Priority****Closing the attainment gap between the most and least disadvantaged children and young people.****NIF Driver****Performance information****Assessment of children’s progress.****School leadership****HGIOS?4 / HGIOELC QIs** | Commit to and take part in SWEIC moderation work collaboratives.School moderation activities to have a particular focus on listening and talking evidence/ how robust it is and in creating examples of agreed levels of evidence.Cluster moderation CAT programme to continue and include listening and talking if possible.Local authority intimated some time ago it wished schools to share a common four point scale within each level. The plan for implementation of this across D&G is for August 2020.Increase level of monitoring in next year’s P5 class after unusually high number of pupil intakes this academic year. | Release staff to take part in moderation across cluster, local authority and SWEIC moderation activities.Invite local authority improvement team to school to share data good practice around SNSA level 4 training.School planning on 3 point scale to be adjusted to fit 4 point scale of local authority’s planned tracking and monitoring format.With a significant increase in the number of children in P4 this academic year comes growing need. Resources in P5 in the next academic year need to be clearly identified, defined and accompanied by appropriate support for the most vulnerable/in need including those with EAL. | **Management****Management and class teachers.****Cluster HTs**Cluster moderation plan to include clearly predicted budget expenditure from cluster moderation budget. |