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

School: <u>Collin Primary</u>

Date: <u>May 2019</u>

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Our Vison

"To ensure every child, regardless of their background or circumstances, reaches their fullest potential, aspires to be the best they can be leaving Collin Primary ready for their next stage in life"

We aim

To provide an excellent and equitable education that enables pupils to become:

Confident Individuals "I matter"

Achieving Pupils "I can do my best"

Responsible Citizens "I care"

Effective contributors "I play my part"

Our Values

Respect, Responsibility, Fairness and Honesty

Review Date: **These were reviewed and updated in April 2018**

Review Activities (as appropriate)

- ✓ Time for Reflection activities at whole-school level during Gathering
- ✓ Learning conversations and questionnaire programme across whole school
- ✓ Consultation with all members of staff through staff meetings and collegial time
- ✓ Consultation with Parent Council, and survey sent home

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 **Raised attainment in numeracy (to raise attainment in General maths)** **NIF Priority** **Improvement in attainment ,particularly in literacy and numeracy** **NIF Driver** *1 School Leadership* *4 Assessment of children Progress* *5 School improvement* **HGIOS4 / HGIOELC QIs:** **2.2** **The Curriculum** **Rationale and design** **Development of the curriculum** **Learning pathways** **Skills for learning, life and work** **2.3** **Learning teaching and assessment** **3.2** **Raising Attainment**	Progress Development of the maths recovery approach by identified pupils who have benefit from this methodology. Class teacher evidence and judgment has shown100% of the identified cohort made progress. This was extended further into P3 and P4 where 100% of pupils made the anticipated progress. All Learners have continued to developed core numeracy skills and strategies through school's current numeracy approach. Staff undertook a review of numeracy program of study to ensure in line with the benchmarks. These were validated and verified using Education Scotland materials and moderation process with cluster schools and have shown progression within programme, this allows teachers to make sound judgements against the benchmarks. Staff undertook cluster and sub cluster Partnership working as part of the moderation process of the holistic assessment. The development of holistic assessments with a numeracy focus and joined up working with Calside primary school has enabled sharing of good practice and increased confidence amongst staff and further professional dialogue opportunities to build on shared expectations. Staff attended Closing the gap numeracy training March 19 As a result, all staff now have a common understanding of progression in key skills in numeracy and feel confident in making a sound judgment and facing challenges encountered with a view to modifying the process if needed. All Staff have increased confidence embedding the maths recovery approach and in identifying pupils who require intervention in numeracy allowing staff to put in interventions when appropriate. Projected achievement of a level June 2019 |	Numeracy
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P1	100%
P4	100%
P7	100%		Continue to implement, refine and extend the Maths recovery approach as required. Implement and refine updated Numeracy tracking as required.

Class Teachers use of Holistic assessment allows pupils to apply and transfer skills in numeracy into other areas of the curriculum, and increased pupil confidence in numerical application. Assessment opportunities have been highlighted in daily weekly and IDL planning and evidenced in pupil achievement folders.
Use of key assessments has aligned with the numeracy benchmarks and enables teachers to accurately assess pupils diagnostically.
Staff held parental workshops in key areas of numeracy at Early First and Second levels to enable parents to   support pupils at home and develop their understanding of numeracy. 40% of parents who could attended these workshops did so. 100% of Parental feedback from these workshops said they felt they had a better understanding of their child's learning.
Success in numeracy was celebrated at weekly Gathering

Develop the parental workshops for Numeracy further, using the feedback received (PEF).

Review numeracy homework through the school, using the parental feedback as a guide (PEF).

Continue to celebrate success in numeracy with weekly Numeracy champions

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School Priority 2
Raised attainment in literacy (writing)

NIF Priority
Improvement in attainment ,particularly in literacy and numeracy
NIF Driver
2 Teacher professionalism
4 Assessment of children Progress
5 School improvement

HGIOS4 / HGIOELC QIs:
2.2
The Curriculum
Rationale and design
Development of the curriculum
Learning pathways
Skills for learning, life and work
2.3
Learning teaching and assessment
2.6

TLQ Programme 2018-19		
	Information	**Grammar**
Average Progression for learners over 10 week programme	+ 24 months	+13 months

Staff developed writing assessments aligned with the benchmarks; focus on specific criteria within a range of genres and continued to moderate reading and writing assessments in line with Education Scotland's moderation questions, at school and cluster level during Collegiate sessions identified in September and November as well as ongoing meetings and dialogue through the year.

These further professional dialogue opportunities aloud staff to build on shared expectations. Staff now have a shared understanding of progression and key skills and expectations in literacy skills with a writing focus. Use of key assessments aligned with the literacy Benchmarks now enables teachers to accurately assess pupils diagnostically.
Staff developed a tracker to ensue all genres in writing are being covered and tracked to ensure progression, depth and breadth in core writing skills and in Holistic assessments.
All staff have increased confidence in assessing writing both as focused assessments and holistic assessments. Learners are mastering writing skills and able to transfer

Development of holistic assessments with a listening/talking focus.

Continue to build peer and self assessment skills, linking to the pupil-friendly criteria.

Implement and refine updated Literacy tracking as required.

Continue to focus on developing a love of reading: Identified parent to come into school run a school lending library.

Develop the parental workshops for literacy further (PEF).

Review literacy homework through the

Transitions **Collaborative planning and delivery** **Continuity and progression in learning** **3.2** **Raising Attainment**	those skills to other areas of curriculum. Class Teachers use of Holistic assessment allows pupils to apply and transfer skills in numeracy into other areas of the curriculum, and increased pupil confidence in application of literacy skills. Projected achievement of a level June 2019 |	Listening & Talking	Reading	Writing
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P1	100%	100%	100%
P4	100%	100%	100%
P7	100%	100%	50% | Class teachers use Hots questioning imbedded in lessons and are encouraging pupils to use this langue during buddy reading lesson and embed in classroom language. Most Class teachers use a range of aifl strategies for feedback including written feedback, which was evident during termly HT learning walks. Children set weekly targets in Learning Journey. All most all pupils know what their next steps are and have increased ownership of their own learning, they have good understanding of their skills and can confidently use them in different contexts. This is evident during holistic assessment tasks. Staff held parental workshops in key areas of literacy to enable parents to support pupils at home and develop their understanding, 50% of those families who could attend in P1-4 attended and 40% of those in P5-7. Success in literacy were celebrated at weekly Gathering	school, using the parental feedback as a guide (PEF). Embed this in pupils reciprocal reading Continue to share success with parents through open afternoons, children will publish work in the school newsletter/ school Facebook and new school website page when appropriate and at weekly gathering
School Priority 3 **Digital Literacy** **NIF Priority** **Improvement in learning and teaching particularly in digital technologies.** **NIF Driver** *3 Parental engagement* *4 Assessment of children Progress* *5 School improvement* **HGIOS4 / HGIOELC QIs:** **2.2** **The Curriculum** **Rationale and design** **Development of the curriculum** **Learning pathways**	Continue to embed the cluster digital literacy strategy using four pillar planning An audit of staff confidence in the different building blocks of the cluster digital literacy strategy was undertaken most staff felt confident in learning, teaching and assessment of Digital Literacy. Staff worked individually on the professional learning resource for two areas agreed with HT. I pads were introduced into P1-4 class with Apps appropriate to support learning in literacy and numeracy. P5-7 worked on blogging. P7 pupils visited Calside Primary to work on their Blogs and P7 profiles. Through a staff skill audit almost all staff have the confidence, knowledge and understanding to deliver the digital literacy prgramme across the school. This has been increased through work with Calside Primary during professional learning opportunities, peer visits and CPD activities. Staff now highlight use of digital technologies on IDL planning and is monitored termly to ensure skills progression. Staff have a shared understanding of progression and key skills and expectations in digital literacy. Use of key assessments aligned with the literacy Benchmarks enables teachers to accurately assess pupils. D&G ICT development officer has worked with staff and pupils to develop a school Blog as well as individual pupil blogs	Continue to build up a bank of app /resources to support learning specifically literacy and numeracy Blogs to form part of our wider

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** **Quality of achievements** **Equity for all learners**	for pupils to share and celebrate their learning. Pupils sharing their learning through pupil led workshops for parents and families and hosted a Open afternoon to View their work at Sky skills Studio in Livingston. Safer internet day was celebrated in the school and a Cyber Safety evening for parents was offered by our community police officer and class lesson focused on cyber safety – nationalonlinesafety.com	achievement curriculum

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?**	In June 2018, staff collegiately identified children within the school who required interventions by the PEF funding, and as a staff suggested possible interventions which may remove barriers to learning for individuals or groups. We have used baseline assessments and ongoing assessments to track pupils progress. These are tailored to the nature of the intervention e.g. the Leuvens scale to track attitude, confidence and motivation, standerdised assessments to track progress in numeracy. We track the attainment of all pupils by triangulating the evidence of formative and summative assessments in class, as well as the focused assessments of the PEF interventions. Staff undertook training according to the nature of the intervention they were delivering e.g. TLQ and Closing the numeracy Gap. This has enabled us to offer a range of interventions needed to best meet the needs of the all the children in our school and not exclusively the target groups or individuals. Numeracy Closing the numeracy gap Development of the maths recovery approach by identified pupils who have benefit from this methodology. Class teacher evidence and judgment has shown100% of the identified cohort made progress. This was extended further into P3 and P4 where 100% of pupils made the anticipated progress. All Learners have continued to developed core numeracy skills and strategies through school's current numeracy approach. Literacy Accelerated reader was purchased and delivered as a whole school approach as well as to the identified cohort. Data gathered by class teachers on a monthly basis showed average improvements for the whole school of gains of 6 months over a period of two terms in their reading and comprehension. For the identified PEF cohort, the average improvement over the session has been 6 months. TLQ talking listening and questioning was implemented to an identified cohort. Results over the 10 week programme showed: Due to the success of the program it has been rolled out across the nursey and P1-4 class with all most all learners making gains in both Information and Grammar.

TLQ Programme 2018-19		
	Information	**Grammar**
Average Progression for learners over 10 week programme	+ 24 months	+13 months

Health and well being /Literacy

Identified children required further interventions to support the development of their fine and gross motor skills and to approach their learning calmly, focused and engaged whilst having impact upon children's working memory, coordination and phonological skills .

Delivery of the Better Movers Better Thinkers approach to enhance learning the children are active learners in the physical education class, and on their return to the classroom are 'switched on', and go about their business in a calm, focused and industrious fashion.

Assessment	Area	% making improvements
Assessment against Developmental mile stones	language and literacy	100%
Assessment against Developmental mile stones	Fine and gross motor skill	100%

Breakfast Club

Class observations indicated identified children were, irritable, un settled and when asked said they were hungry and not ready to learn. Children were observed by the Class teacher to be less engaged in learning and found pupils to be focusing on break time and getting something to eat then.
 Interventions

School catering manager has facilitated a breakfast club to provide the opportunity for pupils to have breakfast before the beginning of the school day.
Long term impact (end of year) 100% of identified pupils continued to attend breakfast club daily and have breakfast in school.

Short term (term1) 100 %of identified pupils attended breakfast club and have breakfast in school.

Leuvens scale to measure how ready and settled to learn the children are.

Long term impact (end of year) 100% of identified pupils when attending and in school are settled and ready to learn.
Short term (term1) 100% of identified pupils when attending and in school are settled and ready to learn.

monitor and measure impact on	% improvements of identified Cohort
Attendance for identified Cohort	100 %
Raised attainment in literacy(term1 phonics)	100%

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.*	• Moderation activities at school (and with collegiate partners) include staff sharing practice; staff planning learning, teaching and assessment together; peer observations; 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 school, as well as through participation in cluster and authority activities. All staff have been working with Maureen Finn Director of Traveller Education for Scotland on development of educational outcomes for Gypsy /Traveller children. • Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component. • All staff, pupils' parents, Community council members and some wider partners have been involved in developing the schools Vision Aims and Values. • There is a family friendly version of the School improvement priorities • The pupils are encouraged to take part in decision-making, with the Pupil Council, and JRSO leading on the issues with parking and road safety and those involved with HT on Community Council	Continue to develop a shared understanding of achievement of CfE levels through moderation at school, authority and cluster level. **Continue to encourage staff to take on** leadership **roles both within and out with the school.** **A Patterson to engage in ISL Course to take forward an area of the improvement planning. Hope to secure a permeant Class teacher in P5-7** Further develop opportunities for practitioner enquiry as part of the improvement process. Look to maximise opportunities to support collaborative learning within our cluster schools and DLT also nationally with similar schools. Continue to build in opportunities for the pupils to have ownership not only of their learning, but also in school life(Gathering , Wider Achievement)	4 8

	opportunity for research to be undertaken / working within a small test of change. This enables staff to track the impact of interventions and adapt in a timely manner as required. • All most all staff are clear on the school's strengths and areas for development based on a range of evidence. Time is allocated for professional discussion and through the self evaluation process and development of SIP.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).	Update the anti-bullying guidance with the Pupil Council in line with the updates to national guidance. Continue to send Parent, pupil, staff and other partner agencies questionnaires on SiP development to help develop and steer direction for the improvement planning process	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• There is a positive ethos driven by the schools Vision Aims and Values that results in almost all children being well motivated. Children have strong relationships between teaching and non-teaching staff, and amongst children themselves. There is a supportive atmosphere where almost all are treated with respect. The majority children are actively engaged in their learning, eager participants, and interact well during activities within and out-with the classroom and support one another well during group work and show skills in collaboration. • All most all children take responsibility for leading learning and experiencing increased independence in their learning where they take decisions, initiate and organise tasks and demonstrate self-reliance • Planning is proportionate and manageable and clearly identifies what is to be learned and assessed based around	Continue to prioritise quality learning and teaching as our core business. Continue to incorporate 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. Update the tracking across the wider curriculum areas to incorporate the Benchmarks, to enable staff to plan, teach and assess to the appropriate expectation/ standard.(PEf) Review and refine parental workshops to support parents with their understanding of how literacy and numeracy develop, and how they can help at home. (Play along Maths) Review literacy and numeracy homework through the school parent council/pupil council and whole school, using parental feedback as a guide	4

	a relevant curriculum. Quality assessments are planned for within the learning & teaching process, using the Benchmarks as a reference point. • Teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning. • Staff have a shared understanding of what constitutes effective teaching, learning and assessment. The purpose of lessons through the use of learning intentions. As a result, the majority of children are clear about what they are learning and how they can achieve success in relation to a particular lesson and are developing their skills in talking about their learning. Teachers make effective use of questioning to encourage children to think. Children receive feedback which helps them to understand themselves better as learners linked to success criteria. • All Teachers are engaging with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements through school, cluster and authority moderation work. Teachers are developing their understanding of holistic judgement to track and report on pupil progress through CfE levels • A range of evidence such as sampling children's work and analysing the results from a range of summative tests are used by teachers to inform their professional judgements. Staff are developing confidence in scrutinising and analysing attainment data information is used to raise attainment for all children and discussed during our termly attainment meetings. • Staff and partners are providing more opportunities to develop skills for learning,	Release teachers for development work, peer observations (PEF) Continue to ensure Hots questioning continues to be embedded in teaching and learning monitored through Ht / peer observation and pupil feedback on lessons Ensure our Wider achievement activities are aligned to appropriate E&Os and benchmarks, provide differentiation and capacity to allow for transference of skills. Ensure activities are skills based and continue to reflect those skills in our community using parental feedback to ensure this . Review programmes and Nursery transition calendar to ensure we are providing a P1 curriculum that builds on prior learning. P1-4 Class teach and Nursery manager	

	life and work in motivating contexts for learning.	Solihull training for to be undertaken by primary staff	
	• Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being.	Develop a transition calendar marking opportunities for transition events between Nursery and P1.	
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 and our schools Vison, Aims and Values are embedded in all that we do. Due to our supportive and caring staff and pupil relationships all most all 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. Our young people show consideration for others and demonstrate positive behavior and relationships. • Individual programs of study are in place for individuals who require them. • Individual targets are set in Learning Journeys and shared with parents each week. • Most staff, children and young people know, understand and use the well-being indicators as an integral feature of school life through pupils Wellbeing Booklets, its language is used daily and books weekly across all levels including active Wellbeing holiday homework to further engage parental involvement. • 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.	Hold Sharing the Vision family events based around our schools' values of Respect Responsibility, Honesty and Fairness. Use of Boxall assessments to set wellbeing targets for pupils and incorporate in Learning Journeys. (PEF) Review and refine Learning Journeys with pupils, parents and staff. Review and refine tracking of wellbeing indicators to ensure coverage across the session.	4

	• Child Protection and GIRFEC procedures are followed and appropriate CPD undertaken by staff, who have a good understanding of these and know the needs of our children well.		
	• HT and staff have up-to-date training on GIRFEC and Child Protection. An annual review of training needs is completed and actioned as required and planned professional learning is provided for.	Ensure all staff have appropriate training at being of session	
	• Religious Observance, RME and Global Citizenship are implemented through the whole school weekly "Gathering".	Review and refine Gathering calendar to included Family Gathering opportunities and celebrations of success outside of school.	
	• We have an inclusive Nurture timetable for small groups and whole school activities.	Review and ensure nurture activities suit individual, group and whole school needs.	
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 (for Early Learning Childcare)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement*	• Attainment in literacy and numeracy · Overall attainment in literacy and numeracy is good across the school. · Attainment data provided by the school is based on teachers' professional judgements. This is supported by a range of standardised assessments, moderation and on-going professional dialogue with staff. • We analyse data from formative, summative assessment and teachers' judgments and use this to provide information about the attainment of children. It helps us to identify pupils at risk of not achieving. • Procedures are in place to monitor the progress of these groups of children, at both an individual and whole-school level Attainment over time · Termly Attainment meetings have a clear focus on individual children's progress over time using a range of evidence including standardised test results. • HT and teachers meet regularly to plan appropriate interventions to ensure	• Extend monitoring and tracking pupil progress beyond literacy, numeracy and health and wellbeing to encompass and reflect pace, challenge and progression in the broad, general education • Review and develop where necessary PE programe of learning and align with benchmarks	4

• *Ensuring equity for all children*	improvements. Children who have additional support needs have their progress towards their targets reviewed regularly. Overall, staff are confident that most children are making good progress over time. · Staff are becoming increasingly confident in applying national standards when making professional judgements about achievement of a level. • Moderation takes place both within school and with staff across the local authority. Staff are making good use of the National Benchmarks to support their understanding of standards. • Overall quality of learners' achievement · Children across the school are developing a range of skills and attributes. A celebration tree celebrates children's achievements in the 4 Capacities. There is a range of opportunities for pupil voice to be heard. • Equity for all learners / (ELC) Ensuring equity for all children · The school has a good understanding of the socio-economic background of all the children and seeks to provide appropriate interventions to address individual children's needs. We continue to evaluate the impact of these strategies and resources to ensure we have a clear focus on which interventions are having the greatest impact and plan according for the following years. · • The school has a clear and accountable plan for spending against the Pupil Equity Fund that targets cohorts of children based on need. • We have now secured both a permanent Nursery Manager and Nursery Nurse	• Class teachers to work closely with Additional support for learning teacher to ensure IEPs reflect the learners needs and barriers to learning • Continue to build upon the learning wall celebrating the achievements of all children to include achievements from home. Develop Collin Golden Moments booklet and 4 capacities folders to record class and individual success as well as weekly Numeracy and literacy champions • Use the newly developed school blog to celebrate achievements with parents and carers showing children's learning and Skills achievements at home and in the wider community.
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. • All staff take responsibility for developing literacy, numeracy, health and well-being and digital literacy across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts. • We have strategies in place for Literacy, Numeracy and Health & Wellbeing include a wide range of interventions we select from on an individual basis when a need is identified. • We use the Cluster Digital Literacy strategy and staff have attended a range of training to ensure that we can deliver this strategy.	Promote Digital technologies across the curriculum and evidence on IDL planning, with aspects in Wider achievements activities, enabling young people to be creative and use a range of digital technologies to meet a personal or social need
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 weekly Learning Journeys. Wider achievements are shared between home and school, and are celebrated through newsletters, our Facebook Page and assemblies. • Our learner conferences 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 offer a range of opportunities throughout the school session for parents and families to come into school to share in the learning. These include Open Afternoons, Christmas and burns lunches /supper, Celidh presentations and the opportunity to look at work in class as well as events such as the Summer Fair and shows. • We work with a range of partners including Active Schools, Let's Get Sporty to enable us to offer a range of after-school activities in blocks throughout the year P6 & P7 Play Leaders run clubs during the school day once they have completed their Playleader training.	Develop a whole school Blogg and termly class newsletters Further develop an active homework programme, and update in line with parental feedback. Increase partner working to include D&G Youth works Team and STEP.(PEF) Create a calendar of after school clubs to include offers from community members to help

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.

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)
		How are you using pupil equity funding to improve outcomes for learners?	
School Priority 1 **Raised attainment in literacy (writing/talking and listening /sharing the standard)** **NIF Priority** **Improvement in attainment ,particularly in literacy and numeracy** **NIF Driver** *2 Teacher professionalism* *4 Assessment of children Progress* *5 School improvement* **HGIOS4 / HGIOELC QIs:** **2.2** **The Curriculum** **Rationale and design** **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**	Writing All staff have a shared understanding of progression and key skills and expectations in literacy skills with a writing focus. Use of key assessments aligned with the literacy Benchmarks enables teachers to accurately assess pupils diagnostically. All most all pupils know what their next steps are and have increased ownership of their own learning, they have a good understanding of their skills and can confidently use them in different contexts. Learners are mastering writing skills (gross and fine motor) and are able to transfer those skills to writing and other areas of the curriculum.(PEF) Reading/Talking and Listening All staff have confidence in assessing aspects of literacy with a reading focus through focused assessments and holistic assessments.	Continue to develop writing assessments aligned with the benchmarks and 7 principles ; 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. Literacy tracking- implement and refine if needed. Class teachers use Hots questioning imbedded in lessons. Cts to use a robust range of aifl strategies for feed back including written feedback. Children to set weekly targets in Learning Journey Cluster moderation with a focus on reading: developing both focused interventions and holistic assessments towards achievement of a level. Sub-cluster moderation with a focus on listening and talking developing, implementing and refining holistic assessments Identified staff will develop a Holistic assessment calendar and identify E&Os assed on Learning Plans and IDL planning. Create a holistic assessment "snap shot recording pupil, teacher voice " to go into	Collegiate sessions identified x2 September and November Cluster level September collegial, Feb INSET day and June collegial; Ongoing meetings and dialogue through across the year. Ht /peer observations in writing x2 across the year. Aug Inset review tracking and refine if needed. Ht/Peer/Pupil observation and feedback termly QAMSOs and cluster leads; all teaching staff; 3 cluster sessions November, February and May. Ht / peer observations in reading x2 across the year. QAMSOs; all teaching staff; 2 collegial sessions September and February, All staff; ongoing through the year. A Patterson to lead CAT Session on Moderation on Reading at school level

15

Continuity and progression in learning 3.2 Raising Attainment	Almost all pupils will be able to apply and transfer their literacy skills across all areas of the curriculum. (7 principles)	pupil individual Achievement Folders Identified staff will develop a Reciprocal reading strategy focusing on Hots questioning and a Whole school Buddy reading system. Identified parents to help create and maintain a school lending library to encourage reading for enjoyment ,peronsalisation and choice of reading. Community reading events *Community lending library *Pupil lending library focus on personalisation & choice *Reading event (1 per term) Staff will continue to identify Literacy interventions through the moderation process. Implemented, refined and evaluated in across the year where practical and timely	
School Priority 2 **Raised attainment in numeracy (to raise attainment in General maths)**	All staff have a common understanding of progression in key skills in numeracy. Use of key assessments has aligned with the numeracy benchmarks and enables teachers to accurately assess pupils diagnostically.	Embedding the numeracy tracking will ensure consistency and clear picture of coverage and next steps for all learners. implement and refine numeracy tracking if required	Aug Inset review tracking and refine if required
NIF Priority **Improvement in attainment ,particularly in literacy and numeracy** **NIF Driver**	All Staff have increased confidence embedding Closing the Numeracy Gap approach and in identifying pupils who require intervention in numeracy allowing staff to put in interventions when appropriate.	Untrained staff to undertake training Closing the Numeracy Gap Staged interventions will be tailored to the needs of each pupil, using a range of assessment data. These tailored interventions will support pupils to achieve their full potential	August 2019: baseline assessments for P1-P4 to be completed by class teacher. Results will determine interventions. Sept onwards: identified interventions to commence, through an ongoing process of evaluation and amending as needed.
1 School Leadership *4 Assessment of children Progress* *5 School improvement* **HGIOS4 / HGIOELC QIs:** **2.2** **The Curriculum** **Rationale and design**	All staff have confidence in assessing numeracy both as focused assessments and holistic assessments. Almost all pupils will be able to apply and transfer their skills in numeracy into other areas of the curriculum and demonstrate increased confidence in numerical application.	Develop a Holistic assessment calendar and identify E&Os assed on Learning Plans and IDL planning. Create a holistic assessment "snap shot" recording pupil, teacher voice " to go into pupils individual Achievement Folders	November and March: Stage holistic assessments with a numeracy focus (PEF funding) Collegial time for whole-staff discussions on holistic assessments, identifying next steps and creating "snap shot" (January and February).

16

Development of the curriculum **Learning pathways** **Skills for learning, life and work** **2.3** **Learning teaching and assessment** **3.2**	. All most all parents will have increased engagement with children's learning All most all Parents will be confident in how to support and/ or challenge their child appropriately. Learners will understand that their learning is not just within school.	Staff will hold Parental sessions to support numeracy; development of " Play along Maths and create accompanying support guides. Parents to be asked about their expectations and views of numeracy, views gathered and collated to inform practice.	Individual needs of pupils to be considered and addressed Collegial time for whole-staff discussions on maths homework and identifying next steps (September and January).
School Priority 3 **Employability** **Health and wellbeing** **NIF Priority** **Improvement in employability skills and sustained, positive school leaver destinations for all young people** **Health and Wellbeing** **.** **NIF Driver** *3 Parental engagement* *4 Assessment of children Progress* *5 School improvement* **HGIOS4 / HGIOELC QIs:** **2.2** **The Curriculum** **Rationale and design** **Development of the curriculum** **Learning pathways** **Skills for learning, life and work** **2.3** **Learning teaching and**	All staff will have increased confidence in the delivery of enterprising learning and teaching specific activities and tasks across the curriculum in partnership with partner agencies and employers – enabling young people to transfer skills developed through subject-specific contexts into the world of work All most all learners will benefit from opportunities to build and apply their skills in more practical contexts, leading too improved employability skills, increased motivation,challenge,breadth and enjoyment relevant and meaningful experiences .	Review and Develop current wider Achievement (shared skills) programe to ensure skills based learning activies on a rolling programe across the year. Introduce skills based practical approaches to learning wide range of skills across the curriculum, an individualised approach which is relevant and meaningful for our learners providing opportunities for them . Devleop a tracker and align E&Os appropriate benchmarks to each of the planned activites to ensure coverage and inclusion of 7 Principles. Staff will devlop individualised Celebrating my Wider Achivement folders to record and track success and progress. To include: *Enterprise in education: Micro tycro *Outdoor learning opportunities (bird box building) *Participation in the Eco-Schools programme (sustainable development	Class Teacher / HT Class Teacher / HT **Identified partners** **Annie Johnson** Kelly Ross Youth works Community partners . J Allison young play leaders

assessment **2.6** **Transitions** **Collaborative planning and delivery** **Continuity and progression in learning** **3.2** **Quality of achievements** **Equity for all learners**		activities including environmental and community activity) *cultural and creative activities including music or dance classes, drama and music *health promoting school activities: Cooking, active schools community sports and leisure activities * ICT - Bloggs *Specific opportunities to gain SQA accreditation Hi 5 award and links to DHS Cluster Go Getters Awards.	Laura Fugaccia ict development officer / Identified Calside primary school staff& pupils To collaborate with June /sept
		Staff will engage in relevant CPD opportunities key to the delivery of skills. Staff will develop a wider achievement calendar with planned opportunities for parental engagement and involvement. BTC 4	**June /sept as CPD opportunities arise**
	Most parents will have increased involvement and egnagemnet through family skill sessions	Develop a calendar of family skills sessions to join with / show case wider achievement activities.	**June / sept**

18