Education – Improvement Planning Document

Establishment Name: **St. Andrew's Primary School**

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Signatures:

Head of Establishment	Alan Connick	Date	June 2017

| Quality Improvement Officer | Gordon Manson | Date | |

Our Vision, Values and Aims

Our Vision:

Working together to ensure an active, fun education which enables learners to use their God-given talents while developing and nurturing new ones, in order to fulfil their potential in every way. At the centre of our work is the good and benefit of every St. Andrew's child. To develop as Responsible Citizens, Successful Learners, Effective Contributors and Confident Individuals we must ensure they are, and feel, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Our aims:

Working within 'Curriculum for Excellence' we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the full range of skills and abilities relevant to growing, living and working in the modern world.

We aim for our pupils to become:

SUCCESSFUL LEARNERS   by providing the highest quality learning and teaching to ensure all our children achieve their potential

CONFIDENT INDIVIDUALS by encouraging self-respect, ambition, and a sense of physical, mental and emotional well-being with secure values and beliefs and by valuing and celebrating each child's attainment and achievement.

RESPONSIBLE CITIZENS by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others. We aim for our pupils to know and be proud of Scotland and our culture and to explore the culture of other countries.

EFFECTIVE CONTRIBUTORS by encouraging enterprising attitude, resilience, independent learning skills and the ability to work as part of a team.

We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

We are proud to be part of the Scottish Government's Attainment Challenge to increase the life chances and tackle the attainment gap of those less well off in our country. Around 77% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge for two years to date. 34% of our pupils qualify to receive a Free School Meal.

This year we have a new Depute Head in place after the retiral of our previous one. We have two NQTs and have some effect from staff changes due to secondments within the authority.

Recent feedback from parents commented on our ongoing strength in the care and support we provide for all pupils but we were specially commended for our improvements to learning and teaching, improvements in pupil motivation, progress and achieving their potential as well as the friendly, approachable staff team we have built.

We are delighted to be awarded United Nations Rights Respecting Schools Level 1 award in May of this year. Our assessment commented on many strengths regarding the embedding of Children's Rights throughout the school and especially felt that our pupils have real opportunities to inform their own educational goals.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018
Session 2018-2019
Session 2019-2020

Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	• Visible Learning (school and cluster) • SEAL developing through school • Moderation (Reading) within Cluster • Moderation – writing and numeracy within school • Numeracy development plan (School) • Revisit curricular pathways	• Visible Learning (school and cluster) • Cluster moderation - Numeracy	• Visible Learning (school and cluster) • Cluster moderation - Writing
Closing the attainment gap between the most and least disadvantaged children	• Use of PEF funding for additional staffing (teacher and support) • Enhanced use of data to target and track interventions • SEAL used throughout Early/First level • Develop transitions at all stages	• Ongoing assessment of PEF funding as required.	•
Improvement in children and young people's health and wellbeing	• Developing in Faith – Celebrating and Worshipping • PE Framework • Pupil Voice focus groups (Houses) • Playground improvements • GIRFEC Pathways	• Developing in Faith	• Developing in Faith
Improvement in employability skills and sustained positive school leaver destinations for all young people	• Developing Inverclyde's Young Workforce • Skills for work – presentation • Digital Technology/Literacy	• Developing Inverclyde's Young Workforce • Digital Technology/Literacy	•

2017/18 Proposed use of PEF

Proposal Period	April 2017 to March 2018
Local Authority:	Inverclyde Council
Name of School	St. Andrew's Primary School
Amount of money allocated	£109,200

Data and analysis	Proposed Interventions	Impact measurement	Governance
• Presentation of data in the local context • Analysis of what this reveals in terms of the attainment gap • Identification of target populations • Rationale behind proposals	• Proposals to address identified issues • Rationale and evidence behind proposals • Aim and expected impact of proposals • Initial assessment of funding requirement • Interventions must link to learning and teaching, leadership or family learning	• Proposals for measuring impact • Data, new and existing, which will be required • Plans for how data will be collected and reported	• Proposals for how the work will be managed locally • Plans for local governance and reporting

1. Data and analysis

St. Andrew's has a school roll of 253, with 194 children in SIMD 1 and 2, and 87 pupils on free school meals.

In St. Andrew's our attainment and progress in Primary 1 and 2 in particular show an improvement compared to previous years. The pupils in these years show particular benefit from the targeted support and interventions of being part of the Attainment Challenge. Staff have used the professional learning opportunities available and are implementing changes and improvements within the classroom. Our most recent NGRT, PIPS and professional judgements continue to highlight gaps which are present in our Primary 4 and 5 age groups, where approximately 34% of our FSM entitlement are. We have particular pupils who continue to achieve below the expected levels and particular interventions are implemented. Pupils are making more use of the school's Wi-Fi to use digital technologies within their everyday learning but we aim to increase this considerably as well as continuing to target literacy but also numeracy throughout the school. Numeracy is an area of concern as we continue to share and discuss the achievement of a level and progress towards this. A stronger literacy pathway and revisit to our numeracy pathway are required. As a merged, refurbished school 6 years ago we purchased some PE equipment, however, with the implementation of the PE framework as well as our Health and wellbeing programme we have identified learning opportunities which we are struggling to provide due to resources.

Pupils in St. Andrew's enjoy representing the school at sporting events and we aim to provide equipment which will support their self-confidence when they do so.

Target cohorts have been identified through the use of SIMD, FME, CfE levels, standardised assessments and professional judgement.

Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions. Our aim is to build on this through PEF.

2. **Proposed interventions**

We are keen to develop staff pedagogical expertise and plan to build on our early start to adopting strategies which make learning more visible in the classroom. The whole school Visible Learning programme supplied by Osiris would allow us to work together, as a school team and with our cluster colleagues, evaluating the impact of current approaches and developing new skills. This will allow us to keep our focus on high quality learning and teaching across the school.

We would also continue with the model used through the Attainment Challenge by releasing a current member of teaching staff for part of the week, to allow him/her to focus on literacy and numeracy strategies for identified groups of children, as well as supporting staff in the use of data, assessments, tracking of progress etc. We would also release a member of support staff to do this – supporting targeted interventions with groups and individual pupils throughout the school.

We would expand our IT provision to ensure that we could develop digital literacy across the curriculum. This is a priority for our school as many of our children do not have access to IT at home. We can also develop skills for work in providing regular, meaningful opportunities to present research, learning and ideas to other pupils and/or the whole school.

We would further develop and embed the enhancements to learning and attainment which have been achieved to date through the use of SEAL in numeracy and the active literacy resources and approaches developed in the NL literacy framework.

3. **Impact Measurement**

Visible learning

Aim

To improve the overall quality of learning and teaching through focused professional learning for all teachers. All teachers will engage in quality professional learning to improve pedagogy across the school. The trained Impact Coaches will help support and share information with members of support staff.

Expected impact

1. Increase in teachers' inspiration to develop their practice.

2. Increase in teachers' motivation to look for evidence behind their practice.

3. Increase in awareness of importance of feedback and self-evaluation.

4. Increase in teachers' confidence in delivering a curriculum that meets the needs of all learners.

Impact measures

1-4. Oral feedback, written feedback through training survey, action research projects, practice sharing. Questionnaire based on baseline confidence/understanding compared to end of year equivalent. New reporting format will provide termly targets for all pupils supported by teacher.

Enhancement teachers / Attainment 'Champion' etc.

Aim

To further develop our implementation of targeted interventions to reduce inequity, we would like to dedicate a member of staff whose focus will be directed to the explicit identification, planning, monitoring and tracking of targeted interventions for identified young people. This teacher will be identified from our current staff, with enhanced responsibility and the corresponding increase in salary to reflect the role. We would also increase a 0.9FTE class teacher post to prevent a class having numerous teachers and allowing 0.1FTE additional flexibility for current PT.

Expected outcomes

1. Improve attendance and timekeeping – no pupil below 90%. Whole school average raised from 93% to 95%
2. Increased engagement of young people in their learning.
3. Improve attainment in literacy and numeracy.
4. Increase positive relationships between families and schools and partners – gather feedback from Family Learning opportunities.

Impact measures

1. Increased attendance and improvements in timekeeping.
2. Increased engagement in learning.
3. Improvements in attainment in literacy and numeracy.
4. Increased positive relationships between families and schools and partners.

We will gather feedback from young people, parents and school staff.

We will gather pre and post observations from parents and staff.

We will measure progress in literacy, numeracy and health and wellbeing using class evaluations, CfE tracking levels, PIPS results and new SNSAs.

IT equipment

Aim

To support the integration of the National Digital Learning and Teaching strategy, through the excellence and equity lens, we will purchase high quality IT hardware. This will support targeted work in the use of digital technologies to raise attainment in literacy and numeracy, ensuring that

every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Expected outcomes

1. Increase in teacher engagement with the National Digital Learning and Teaching strategy.
2. Increase in teacher motivation to use digital technologies to enhance learning opportunities for children.
3. Increase in pupil opportunities to enhance learning opportunities across the curriculum through the use of digital technologies.
4. Improvements in attainment in literacy and numeracy as pupils will have focused interventions to support.
5. Increased access to support materials and websites for targeted pupils – e.g. Literacy Toolbox

Impact measures

1-2. Oral feedback, written feedback, survey/questionnaires, Pupil feedback – baseline/end questionnaires.

3. Increased attainment in literacy and numeracy.
4. Increase in use of digital technology across the curriculum.
5. **Expenditure**

	Role	£	FTE / hours/No.
Teaching staff	Attainment focused Teacher	£4,500	0.1FTE
	0.5FTE class teacher to enable PT to be non- class committed	£22,305 (depending on successful candidate)	0.5FTE
	Additional teacher		
		Basic teacher £4,500 approx.	0.1FTE
Support staff	Classroom assistant to free up additional staff to focus on supporting attainment	£11987	1.0 FTE
Supported study	Pizza Reading? x 6 weeks (2 hours per week)	£23.79 per hour = £600	
	Literacy Pathway – 4 teachers x 10 hours	£955.00	
PE /Sport equipment/ Health and Wellbeing	Additional equipment Sports kit	£5000	

Access to Barnardo's FSW	Support vulnerable pupils and families not within criteria for Attainment Challenge FSW	£18000 approx.	0.5FTE
Resources	ICT – 30 laptops and projector/screen for hall	£21,000 approx.	
	Numeracy resources	£3000	
	NL Literacy materials	£3000	
	Health and Wellbeing resources – Wellbeing programme, enhancements to classroom accommodation, chill-out/library zones etc.	£2000	
	Library books	£1400	
Commissioned/purchased services/partners	Osiris Visible Learning training programme	£8000 per year	
Other	Central funding	£2953	
Total		£109,200	

Date: 10th March 2017

Pupil Equity Fund –Session 2017-2018

NIF Priority
Closing the attainment gap between the most and least disadvantaged children

• *Attached*

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?
• *Proposals to address identified issues* • *Rationale and evidence behind proposals* • *Aim and expected impact of proposals* • *Initial assessment of funding requirement* • *Interventions must link to learning and teaching, leadership or family learning* • *clear planning for how the Pupil Equity Funding will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap*		*Amount allocated £*			*What is it being spent on?*	• *Proposals for measuring impact* • *Data, new and existing, which will be required* • *Plans for how data will be collected and reported*
			Role	£	FTE/hrs/No	
		Teaching staff				
		Support staff				
		Supported study				
		Lets/transport				
		Resources				
		Commissioned/purchased services/partners				
		Other				
		Total				

Plan –Session 2017-2018

Priority 1	Improvements in attainment, particularly in literacy and numeracy	
NIF Driver	**HGIOS 4**	**Other Drivers**
School leadership	3.2 Raising attainment and achievement	**RRS**
Teacher professionalism	2.3 Learning, teaching and assessment	Article 28: (Right to education):
Performance information	2.4 Personalised support	Article 28: (Right to education):
	2.6 Transitions	

Expected outcomes for learners which are measurable or observable
• Further Improved attainment in literacy and numeracy for all pupils through enhanced learning and teaching in literacy and numeracy.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop staff knowledge of most effective learning and teaching strategies through Visible Learning professional learning opportunities.	August 2017 – June 2018	SMT Class Teachers Cluster Osiris	Training to be agreed and provided by Osiris. Working Time Agreement – Staff Meetings and Curriculum Development Continuous Professional Learning
1.2 Cluster Moderation developing last session's Inter-Authority reading developments	August2017 – June 2018	HT – Alan Connick to lead Staff familiar with process to take leadership roles Class teachers	Time allocated in WTA to cluster meetings Continuous Professional Development Stage meetings Teacher assessment and planning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Reciprocal Teaching Action Plan – Year 3 responding to on-going assessment and analysing of needs within classes. Reciprocal strategies are embedded in all learning – ensure continuity and progression. Learning observations and pupil discussions to monitor and evaluate on-going improvement.	August 17 – June 18	Class teachers Staff member to lead Parental workshops to share approach with parents. SMT	Baseline assessments used in August 2017 and follow-up in June 2018. Planning and implementation of all strategies – reference to Inverclyde Council Reciprocal Teaching resources Use of variety of reading texts within classes Additional Professional Learning for new members of staff.
1.4 Enhanced use of SEAL throughout Early and First level for Numeracy	From August 2017	Class teachers CMO Numeracy Attainment Challenge staff	Support ongoing for all staff Access to Attainment Challenge professional learning opportunities
1.5 St. Andrew's Numeracy/Maths Action Plan – created following whole staff evaluation. We will now implement the plan recommendations.	August 17 – June 18 (to be reviewed November 17)	SMT Class Teachers CMOs	Action plan Number talks resources Professional learning from Attainment Challenge team to refresh and support new staff
1.6 Develop and embed use of Active Literacy approaches	August 17 – June 18	Class teachers CMO and AC staff	Use of North Lanarkshire resources/approach in place for P1-3 Review what we've learned from initial use

Evidence of Impact
• Data shows increase in attainment in literacy and numeracy at least 80% achieving appropriate levels throughout the school. • Staff feedback about the effectiveness of professional learning and training and impact on learners. • Feedback from children participating in Literacy Toolbox • Evidence of improved learning and teaching during class observations as 'measured' against the standards set in our classification of a 'Good' lesson.

Priority 2	Closing the attainment gap between the most and least disadvantaged children

NIF Driver	HGIOS 4	Other Drivers
Assessment of children's progress Teacher professionalism Performance information School Leadership Parental Engagement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.4 Leadership and management of staff	RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- Reduction in attainment gap in literacy and numeracy – data shows 100% of SIMD 5 and above achieving appropriately.
- Improved attainment for pupils with FME, in SIMD 1&2 and LAC.
- Increased attendance at school for children with FME, in SIMD 1 and 2 and LAC.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Priority 1 above has this as a central component and main purpose.			
1.2 Increased staff use of data which is gathered throughout the year and discussions regarding required interventions. New tracking spreadsheet will help target use of data.	From transition June/August and on-going	SMT AC data officers	Tracking spreadsheet PIPS data NGRT assessment data Reciprocal assessment information SEAL assessment data Inverclyde Staging posts

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Continue to implement, with rigour, the Authority Attendance Policy.	August 2017	SMT PEF funded clerical staff allocated to processing paperwork etc. Parental Involvement	Inverclyde Attendance Policy
1.4 Support from LAC teacher for our LAC pupils. Aim is to provide 1 to 1 support in literacy and numeracy to raise attainment.	August 2017	LAC teachers Social Work	LAC teacher liaison with Class Teachers TAC meetings held regularly

Evidence of Impact

- Data shows increase in attainment in literacy and numeracy across the school with increased attainment at all levels – at least 80% achieving appropriately.
- Data shows increase in attainment in literacy and numeracy for pupils entitled to free school meals, those in SIMD 1&2 and LAC pupils.
- Staff feedback about the effectiveness of professional learning and training and impact on learners.
- Evidence of improved learning and teaching during class observations – in reference to GTCS standards as well as HGIOS4 Level 5 examples.Follow-up observations of learning to support development.
- Data shows increase in attendance for pupils with FME, in SIMD 1&2 and LAC pupils.
- GIRFEC Action plans show achievement of Targets and progression.

Priority 3   Improvement in children and young people's health and wellbeing

NIF Driver Assessment of children's progress School leadership Parental engagement Performance Information Teacher professionalism	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**Other Drivers** **RRS** Article 28: (Right to education): Article 12 (Respect for the views of the child): Article 14: (Freedom of thought, conscience and religion) Article 31 (Leisure, play and culture): **Developing in Faith** Celebrating and worshipping Developing as a community of faith and learning

Expected outcomes for learners which are measurable or observable

- Increased positive engagement and enhanced playing experiences within playground.
- Children on appropriate GIRFEC Pathway and learning is planned and experienced appropriately.
- Improved Boxall Profile results.
- The centenary of Catholic Education in Scotland is a time of great celebration and worship for our school, Cluster and Parish – pupils will understand the importance of Catholic education in Scotland and their own life.
- Pupils continue to make appropriate progress with their learning at points of transition.

Tasks to achieve priority	**Timescale**	**Those involved – including partners**	**Resources and staff development**
1.1 Consultation with new House Captains and Vice Captains to gather opinions/ideas for improvement of playground experience.	September 2017 – on-going as required.	House Captains/Vice Captains	CMO Health and Wellbeing Support staff

Inverclyde
council

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		SMT Active schools Parent Partnership	Active schools staff
1.2 New Nurture Teacher will support children identified for intervention.	August 2017 –June 18	Laura Hogan – newly appointed Nurture Teacher DHT CMO H&Wb/Nurture	Nurture policy/approach HNIOS materials from Ed. Scotland Boxall profiles Professional Learning
1.3 Further development of GIRFEC pathways to support all pupils.	August 17 – June 18	DHT Class teachers Support for Learning teacher /additional PEF funded post Clerical staff	Further training as required/as it arises to adapt and change to authority/national advice. Wellbeing assessment training for clerical staff
1.4 Promote and Celebrate the centenary Year of Catholic schools in Scotland. Further develop St. Andrew's as a Community of Faith through class masses and celebrations, more regular visits to Parish mass.	August 17 – June 18	All Cluster staff All Cluster children Cluster Parents Cluster Parishes School Chaplain Diocese of Paisley Primary 6 and 7 pupils and staff	Developing in Faith. Planning opportunities. Parish/Cluster events. Pope Francis Faith Award. Raise awareness of the Centenary and develop pupil awareness of the historical importance of catholic education and its significant role in Scotland today. Risk assessments updated Calendar of religious events agreed (Aug/Sep)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.5 Use of Rights Respecting Schools and Fair Trade School formats to further develop St. Andrew's ethos and provide increased opportunities for teacher/pupil leadership	August 17 – June 18	Rights group House groups New Fair Trade group Staff members of groups Class teachers to incorporate elements into curriculum Parents	Assembly time to promote and share understanding of Fair Trade and Rights messages Stage/staff meetings to develop partnership/shared working
1.6 Review and develop our transition arrangements	August 17 – June 18	All Cluster SMT members – particularly DHTs at early level P1 Teachers P7 Teachers	Tracking information from Pre-5 to Primary and from Primary to Secondary. Progress Meetings between Pre-5 and Primary staff and between Primary and Secondary staff.

Evidence of Impact
- Improved playground experience for all pupils in school – pupil voice groups gather opinions from pupils, fewer disruptive incidents, lower referrals coming from playground incidents (measure baseline sample and compare against changes).   - Nurture teacher confident and trained to carry out and assess interventions along with staff members.   - All staff confident in reviewing pathways and devising new targets with pupils to ensure continuous progress for all pupils.   - Paperwork will be manageable for all staff   - Promote the message that Catholic Schools are Good for Scotland as a cultural, historical and educational positive story.   - Increased opportunities for class/school worship and celebration.   - Parent and pupil views on impact/improvement   - Shared progression pathways supporting pupil transition from Pre-5 to primary 1 an P7 to S1 creating smoother and easier transition for pupils.

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS?4	Other Drivers
Assessment of children's progress School leadership Parental engagement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 3.3 Increasing creativity and employability	**HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education): Article 28: (Right to education): **Developing in Faith** Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable
• Children have a greater understanding of employability skills and how to articulate them. • Increased opportunities for pupil presentations/assemblies on various topics including DiYW

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Engage with Inverclyde Employability Skills grid – links to current Growth Mindset learning, use of digital technologies, STEM learning. (use of staff member in Leadership role to develop this)	August 2017 – June 2018	SMT Class Teachers Support staff Robert Lamb Staff member – Leadership opportunity	Working Time Agreement – Staff/Stage Meetings and Curriculum Development. Growth Mindset Professional Learning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2 Develop staff awareness of Digital technologies	August 2017 – June 2018	Staff working group will create Action Plan to introduce enhanced learning and use of Digital technologies for staff	Staff volunteers Professional Learning WTA – CLPL Class teachers
1.3 Increased opportunities and resources for pupils to share learning, develop presentation skills within class and in larger audiences.	From August 2017 and ongoing	Class teachers Support staff SMT	IT resources funded by PEF

Evidence of Impact
- Teachers planning using Inverclyde Employability Skills development grid   - Increased partnership working.   - Minutes of staff meetings will show plans for pupil involvement and feedback on activities.   - SMT/Teacher progress meetings   - Children comfortable with skills language.   - Teaching staff include skills development in their teaching.   - Observations and Learning Conversations with children evidence skills awareness and demonstration.

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:
- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.
		1.2 Leadership of learning	Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;
		2.7 Partnerships	Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment	As above.
		1.1 Self-evaluation for self-improvement	Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;
		1.2 Leadership of learning	As above.

Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)
Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

School improvement	Success in raising attainment and achievement for all children.	2.3 Learning teaching and assessment	As above.
	Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment.	3.2 Raising attainment and achievement	Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.
	Overall progress with key priorities at school, local and national level.	1.1 Self-evaluation for self-improvement	As above.
		2.2 Curriculum	Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.
		3.3 Increasing creativity and employability	Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.
		2.4 Personalised support	Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.
		2.6 Transitions	Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.