



Renfrewshire Council Children's Services

Cochrane Castle Primary School

Improvement Plan

2019-2020

Planning framework

As part of Children's Services, **Cochrane Castle Primary** has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. improve attainment, particularly in literacy and numeracy;
2. close the attainment gap between the most and least disadvantaged pupils;
3. improve children's health and wellbeing; and
4. improve children and young people's employability skills so that they move into positive and sustained destinations.

Local Priorities

- Reshaping our place, our economy and our future;
- Building strong, safe and resilient communities;
- Tackling inequality, ensuring opportunities for all;
- Creating a sustainable Renfrewshire for all.

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;
- Support self-evaluation and performance improvement throughout our establishments;
- Develop high quality leadership for staff at all levels;
- Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

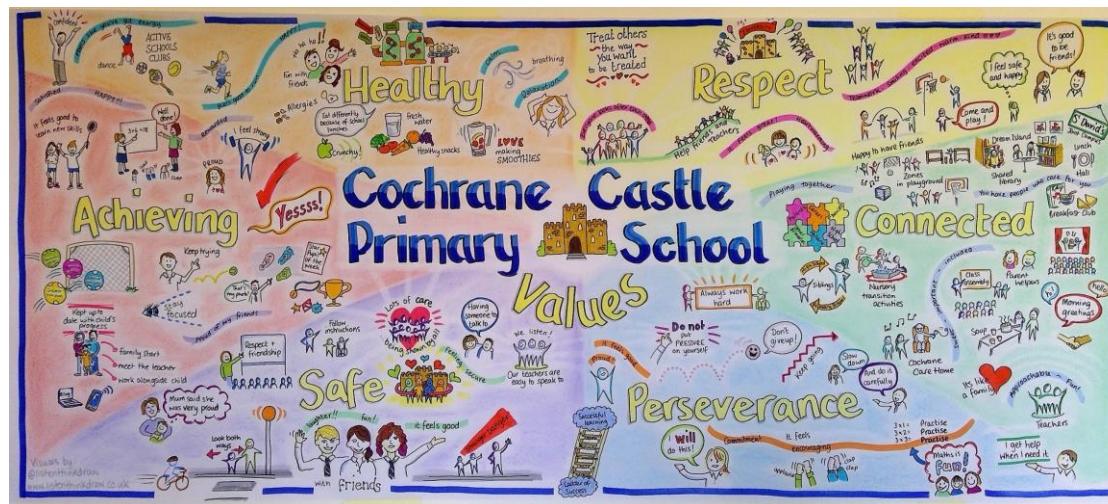
Our school's Vision, Values and Aims

Our vision, values and aims were created in partnership with pupils, parents, staff and our school community.

Our school vision encourage all learners to “**aim high and be all you can be!**” We aspire, through a caring approach and high quality learning and teaching, to create an ethos which ensures a positive, respectful and stimulating environment where everybody matters and fun is had by all. We nurture every child towards reaching their full potential and to prepare them for life, through our shared values of:

SAFE HEALTHY ACHIEVING RESPECT PERSEVERANCE CONNECTED

Our aims of **We look and see, We listen and hear, We nurture and care**, along with our vision and values, are summed up in our dream poster below.



Who did we consult?

To identify our priorities for improvement, we sought the views all of our stakeholders, namely the pupils, parents/carers, partners and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Cochrane Castle Primary, including:

Staff <ul style="list-style-type: none">• Planned calendar of in-service training events and CPD opportunities, staff meetings & collegiate sessions.• Regular meetings to discuss school improvement and progress being made using Education Scotland's transformational change tool• Excellence and Equity meetings• Evaluation of the service using How Good Is Our School (HGIOS) 4• Regular review of School Improvement Plan priorities• Annual Professional Review and Development meetings• Cluster arrangements• Liaison and discussions with key partners	Parents/Carers <ul style="list-style-type: none">• Annual Report feedback• Parental Questionnaires/Surveys• Parents' Meetings• Parent Council meetings• Termly newsletters• School Website and Social Media feeds• Parental evaluations of school events• Induction Days• Extended Support Team (EST) meetings• Family Learning Sessions• Open days
Pupils <ul style="list-style-type: none">• Pupil questionnaires and feedback, using How Good Is OUR School• Improvement priorities consultation, linked to school vision values and aims• Learning conversations with their teacher and SLT• Focus Groups• Class discussions	Partners <ul style="list-style-type: none">• Renfrewshire Literacy and Numeracy Development Officers to assist in delivery of school priorities• Barnardos – to improve transition processes• Active Schools – joint campus planning of clubs and events• Educational Psychology Service – meetings, discussions and as part of our nurture core group• Social Work department – meetings and discussions to support learners and families

All information gathered from this is collated and used to assist us to identify next steps and areas for improvement.

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

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How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Planned calendar of monitoring, reflection and evaluation
- Monitoring and tracking of children's learning and attainment at termly excellence and equity meetings which includes wellbeing discussions, monitors impact and/or identify early intervention and targeted support
- Target setting with pupils, parents and staff which allows tracking over the session to maintain highest attainment
- SLT class visits, including SLT learning conversations
- Learning visits to classes and learning conversations with pupils
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
- Moderation across authority within Literacy
- Staff/pupil/parent questionnaires and routine feedback influences practice
- Staff review of policies as required
- ASN Overview sheet
- Individual Pupil Support Plans reviewed and revised as required
- Extended support team meetings
- Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, EPS) to ensure best provision for children.
- Professional review and development for all staff
- Staff observing colleagues/classes at other stages/across the shared campus and developing feedback / professional dialogue
- SLT monitoring delivery of curriculum
- Evaluation of learning by pupils and parents
- A range of award assemblies where successes and wider achievements are celebrated

As well as these strategies attendance tracking, behaviour monitoring, exclusion statistics and parental concerns are all monitored on an ongoing basis. The school's Extended Support Framework provides a forum for partnership working with external partners to facilitate this. Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

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Action Plan

School priority 1: To enrich the quality of learning experiences and to raise attainment in Numeracy and Mathematics					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2, 4, 5, 6	3.2 2.3 2.4	Engage in targeted & universal support provided by Modelling & Coaching Officers & Numeracy DO as pertinent to the school. (SAC) Timescale: Ongoing	HT Modelling & Coaching Officers CT	Learners <ul style="list-style-type: none"> • will benefit from enhanced quality of learning experiences, resources and support • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge • needs will be better met through targeted interventions, including across transition • will participate in meaningful discussions about their progress and identify next steps in learning 	We will measure the impact of these interventions through: <ul style="list-style-type: none"> • Numeracy Development Officer monitoring Modelling & Coaching Officers via calendar of Quality Assurance activities • surveying staff at all levels on the impact on the involvement of Modelling & Coaching Officers • SNSA/GL assessment data and end of level pathway assessments • Collegiate sessions feedback • teacher professional judgement surveys • monitoring of long & short-term planning • Tracking and monitoring processes will demonstrate improved pupil knowledge and understanding of strategies and measure impact of intervention • % attendance at Parents' Evening events consistent
1, 2, 5	1.2 1.3 2.2 2.3 3.2	SEAL Training to be extended to all staff, including Support Staff, to ensure a shared understanding and approach to the teaching of number across all stages. (SAC/PEF) Timescale: Ongoing	Numeracy DO Modelling & Coaching Officers Numeracy Champion/ HT	Staff <ul style="list-style-type: none"> • will benefit from modelling & coaching of best practice pedagogy, i.e. Concrete – Pictorial – Abstract, mixed ability teaching, engaging with 3 Domain Model • will increase knowledge & confidence in using SEAL strategies to enhance learners' experience • will experience strong & supportive relationships across sectors • will receive high quality professional learning in the context of their own learning environment 	
1, 2, 4, 5	1.2 1.3 2.2 2.3 3.2	Working party to be established to improve consistency of approach to SEAL strategies in numeracy and maths across the school, including problem solving and number talks. Review existing resources. (PEF) Timescale: Term 3/4	HT Numeracy Champion Teaching Staff		
2, 4, 5	1.5, 1.3, 2.2, 2.3, 2.4, 2.7, 3.2	Pilot new approaches to focussed maths play based games in early year classes. Timescale: Term 1/2	DHT P1 Staff		
2, 4, 5	2.3 2.4 3.2	Continue with targeted interventions, identified through learning conversations with pupils and parents and tracking data. (PEF) Timescale: Ongoing	HT DHT PT Teaching Staff		

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School priority 1: To enrich the quality of learning experiences and to raise attainment in Numeracy and Mathematics (cont)					
NIF key driver	HGIO4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2, 4	2.2 2.3 2.4 2.5 2.6	Ensure that targeted pupils are appropriately supported across transition (P7 – S1 and Nursery – P1) using specific interventions so as they can successfully access & engage in their continued learning. (SAC/PEF) Timescale: Term 3/4	Transition staff DHT HT P1/P7 Class teachers	(Cont) Staff (cont) <ul style="list-style-type: none">improved quality of assessment leading to more accurate and confident judgements of pupils' progresswill increase emphasis on the development of conceptual understanding via greater use of concrete & pictorial teaching & learning approaches Families <ul style="list-style-type: none">will be more involved in their child's learning through increased opportunities to understand where their child is and what their next steps are	(Cont) <ul style="list-style-type: none">Bi-Yearly numeracy and maths SLT class visitsPupil focus groups and sampling learners' worktermly Excellence and Equity meetings and tracking data informed by teacher observations and ongoing formative/ summative assessmentsData analysis
2, 4, 5	1.2 2.3 2.4 3.2	Review and refine planning to ensure learning and teaching clearly identifies learning intentions, success criteria and assessment data and is linked to pupil learning conversations. Timescale: Term 1	HT DHT Teaching Staff		
2, 4, 5, 6	1.3 2.3 2.7 3.2	Numeracy Champion to cascade learning to all staff and introduce monthly numeracy focus for all classes, including Numeracy display. Timescale: Ongoing	HT Numeracy Champion Teaching Staff		

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Action Plan

School priority 2: To enrich the quality of learning experiences and to raise attainment in Literacy and English					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1, 2, 4, 5	1.2 2.2 2.3 3.2	Further embed and extend evidence-based approaches to the teaching of reading and writing. (SAC/PEF) Timescale: Terms 1/2	SLT Literacy Champions Teaching Staff	Learners <ul style="list-style-type: none"> will be exposed to more challenging texts will have improved vocabulary/writing outcomes will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge will experience greater consistency of support through shared use of evidence-based approaches will benefit from more accurate professional judgements of achievement leading to more appropriate support & challenge will have increased opportunities to develop breadth, challenge & application across learning will demonstrate increased awareness of themselves as learners 	We will measure the impact of these interventions through: <ul style="list-style-type: none"> monitoring of long & short-term planning termly Excellence and Equity meetings and tracking data informed by teacher observations and ongoing formative/ summative assessments analysis of reader engagement surveys quality assurance activities – bi-yearly literacy classroom visits (including with Education Manager), sampling of pupil work through pupil focus groups & pupil learning conversations SNSA/GL assessment data analysis teacher professional judgement surveys Collegiate sessions feedback following cascading of information
1, 2, 3, 4, 5	1.2 1.3 1.5 2.3 3.2 3.3	To promote enjoyment and engagement and raise attainment in reading, further develop links with library to ensure regular visits to Johnstone Library and lending library set up within school library. Timescale: Ongoing	DHT Teaching Staff		
1, 2, 4, 5, 6	1.1 1.2 1.3 2.2 2.3 2.4 3.2	Creation of literacy pathway to include: <ul style="list-style-type: none"> Review of planning to ensure learning and teaching clearly identifies learning intentions, success criteria and assessment data and is linked to pupil learning conversations. Resources and intervention suggestions, including explicit strategies Teaching order of skills, including HOTS Learning intentions and success criteria matched to benchmarks Pace, application, breadth and challenge Clear assessment using the 3 domain model to inform and support and is shared with parents (PEF) Timescale: Terms 1/2	PT SLT Commissioning Group Teaching Staff Support Staff	Staff <ul style="list-style-type: none"> will further extend their range of formal & informal strategies will develop shared expectations of learning, standards & progression, impacting on attainment levels will be more confident about the teaching of writing and reading 	

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School priority 2: To enrich the quality of learning experiences and to raise attainment in Literacy and English (cont)					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2, 4, 5	1.1 2.3, 2.4 2.6 3.2	Continue with targeted interventions, identified through learning conversations with pupils and parents and tracking data. (PEF) Timescale: Ongoing	HT DHT PT Teaching Staff	(Cont) Staff (cont) <ul style="list-style-type: none">will demonstrate increased confidence in supporting raising attainment in reading and writingwill demonstrate increased confidence in the use of learning intentions and success criteriafurther develop their range of writing opportunities that maximise connections between reading & writing, promoting children as writerswill demonstrate increased equity of provision through use of 'Dive into Writing' strategies & the 3 Domain model for planning, assessment & evaluation of provision, leading to increased consistency across the school Families <ul style="list-style-type: none">will have increased engagement & interaction with their child's learning through increased opportunities to understand where their child is and what their next steps arewill have greater confidence in practitioner judgements in reportingconfidence in school's approach to literacy will increase parental engagement	(Cont) <ul style="list-style-type: none">% attendance at Parents' Evening events consistentTracking and monitoring processes will demonstrate improved pupil knowledge and understanding of strategies and measure impact of interventionStaff evaluations of moderation processModeration feedback and planned peer observations, joint planning paperwork
2, 4	2.2 2.3 2.4 2.5 2.6	Ensure that targeted pupils are appropriately supported across transition (P7 – S1 and Nursery – P1) using specific interventions so as they can successfully access & engage in their continued learning. (SAC/PEF) Timescale: Term 3/4	Transition staff DHT HT P1/P7 Class teachers		
2, 4, 5, 6	1.3 2.3 2.7 3.2	Literacy Champions to cascade learning to all staff and introduce monthly literacy focus for all classes, including Literacy display for Reading and Writing. Timescale: Ongoing	HT Literacy Champions Teaching Staff		
	1.2 1.3 2.2 2.3 3.2	To participate in joint campus moderation in reading and writing using the moderation cycle. Moderate assessment judgements through sampling learners' work and discussing standards and progress. Timescale: Ongoing	HT Teaching Staff Moderation Facilitators/ Assessment and Moderation Lead		

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Action Plan

School priority 3: Continue to improve health and wellbeing for all					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1, 2, 3, 4, 5	2.2 2.3 2.4 2.5 2.6	Continue BGE Curricular Transition in partnership with our transition & authority Development Officer to: <ul style="list-style-type: none">• identify clearly defined targeted pupils• ensure that targeted pupils are appropriately supported across transition• provide cross-sector opportunities for staff to engage in professional dialogue Timescale: Ongoing	HT BGE Curricular Transitions Development Officer Transition Teacher Teaching Staff	Learners <ul style="list-style-type: none">• will benefit from appropriately directed high quality support, resources & learning experiences across transition• will benefit from a more consistent approach to learning & teaching across transition• will build better relationships with peers through cooperative skills and exhibit better mental health• will demonstrate increased engagement, attainment, confidence and resilience as pupils are able to self-regulate• will have increased opportunities for outdoor learning• will build better relationships with their peers across the campus• will share skills and learn from each other• will have increased opportunities for learner participation in self-evaluation Staff <ul style="list-style-type: none">• will benefit from high quality professional dialogue to consider learning & teaching practice across sectors• will benefit from the opportunity to share best practice & professional learning• will experience strong & supportive relationships across sectors ensuring ongoing joint planning, development & professional dialogue• will develop shared expectations through a common language	We will measure the impact of these interventions through: <ul style="list-style-type: none">• monitoring of long & short-term targets of the project• tracking & monitoring processes for target children to measure impact of intervention (national assessments, teacher judgement, wellbeing wheel, skills tracker, attendance, including late comings)• evaluations of staff and pupil feedback• quality assurance activities – class visits, peer observations, transition teacher meetings, meetings of transition links, FP feedback• monitoring participation of staff at events & meetings• measuring participation of parents/ carers at events & meetings• termly teacher professional judgement of wellbeing and involvement
1, 3, 5	1.4 2.4 2.5 2.7 3.1 3.2	Introduce Place 2Be Counselling service. This will include: <ul style="list-style-type: none">• access to individual and group counselling for pupils• access to dedicated therapeutic support for parents and carers• access to training, individual advice and support for staff (PEF) Timescale: Ongoing	SLT Teaching Staff Support Staff ISA		
2, 4, 5	2.1 2.2 3.1 3.2	Update the programme of HWB across the school to include Nurture, Emotion Works, Growth Mindset, Mental Health Champion feedback and Inclusion Support Assistant targeted support (PEF) Timescale: Term 1/2	HT HWB Champion Mental Health Champion Teaching Staff ISA		
1, 2	1.1 1.2 1.4	Devise a calendar of HWB activities for staff to participate in to improve mental health and wellbeing of all staff across the campus Timescale: Ongoing	DHT HT All Staff		

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School priority 3: Continue to improve health and wellbeing for all (cont)					
NIF key driver	HGIO4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2, 4, 5, 6	1.2 2.2 2.3 3.1	Further develop curriculum planning to maximise opportunities for outdoor learning, including use of Emotion Works cogs. Create outdoor zones to maximise and utilise space for outdoor learning. Staff training to focus on planning for outdoor learning opportunities Timescale: Term 2/3	HT DHT Active Schools Joint Campus Support Staff	(Cont) Staff (cont) <ul style="list-style-type: none">will benefit from high quality professional dialogue around nurturing approachwill show increasing awareness of how to create a nurturing school environmentrelationships improved across the campuswill develop effective outdoor learning environments Families <ul style="list-style-type: none">will benefit from stronger home – school links & relationshipswill benefit from increased engagement and interaction with child through appropriate counselling skillswill have greater confidence in their communication with schools across the cluster & be able to access the right support at transitionwill benefit from greater involvement in the transition processwill demonstrate improved parent attitudes and knowledge of the importance of social, emotional and mental wellbeing and positive relationships	(Cont) <ul style="list-style-type: none">GL PASS Assessment dataparental feedback from workshops and uptake of opportunitiesgrowth mindset learner surveys“How good is OUR learning self-evaluation results, including joint campus evaluationsfeedback from learnersEST meetingsBoxhall profile resultsLocal/wider environment being used more regularly
1, 2, 5	1.3 2.4 3.1	Further develop whole school nurturing approach in partnership with Educational Psychology Services (RNRA) based on “All behaviour is communication” EPS input for all staff August 2019 Timescale: Ongoing	HT DHT Nurture Core Group All Staff		
2, 3	2.4 2.5 3.1	Host a parent HWB event to raise awareness of the importance of nurture and a positive growth mindset approach. Use Emotion Works to showcase and share emotional literacy approaches with families (PEF) Timescale: Terms 1 and 3	SLT HWB Champion All Staff		
2, 3, 5	1.3 2.4 2.5 3.1 3.2	Provide Families First and Families Connect clubs to promote parental engagement and to provide family-based support to parenting. Extend Family Friendly start and finish to P3. Timescale: Ongoing	SLT P1 – 3 Staff Support Staff Save the Children Families First		

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School priority 4: Develop leadership capacity at all levels					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1, 2, 3, 5	1.2 1.3 1.5 2.3	Curricular Leadership of all curricular areas offered as part of PR&D process to allow all staff curricular and distributed leadership opportunities – include parental engagement as a key focus and termly learning showcases. Timescale: Ongoing	SLT All Staff	<p>Learners</p> <ul style="list-style-type: none"> • will build better relationships with peers through cooperative skills and exhibit better mental health • will have increased opportunities for creativity and skills development • will demonstrate increased engagement, attainment, confidence and resilience • will be able to self-regulate • will have increased opportunities for outdoor learning • will build better relationships with their peers across the campus • will share skills and learn from each other • will have increased opportunities for learner participation in self-evaluation <p>Staff</p> <ul style="list-style-type: none"> • will benefit from increased leadership opportunities leading to improvement • will have increased knowledge and confidence of research based approaches • will take ownership of their own learning 	We will measure the impact of these interventions through: <ul style="list-style-type: none"> • staff self-evaluation of leadership groups • How good is OUR learning self-evaluation results, including joint campus evaluations • monitoring participation of staff at events & meetings • measuring participation of parents/ carers at events & meetings • parental feedback from variety of reporting methods • SHANARRI wellbeing wheel • Friday Fun Time evaluations • Observations and feedback from partners
2, 3, 4	2.5 2.6 3.3	Further develop ways for children to share their learning journey with parents and the wider community. Include digital sharing and learning showcases. Timescale: Term 1	SLT Digital Learning Champion All Staff		
1, 2, 4, 5	1.2 2.3 3.1 3.3	Extend pupil leadership opportunities through leadership roles within house teams, including charity funding. Provide further opportunities for children to lead Friday Fun time, including joint campus opportunities. Introduce Active Schools programme for senior pupils. Timescale: Ongoing	PT HT Teaching Staff (joint campus)		

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School priority 4: Develop leadership capacity at all levels (cont)					
NIF key driver	HGIO4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2, 4	1.2 2.3 2.6 3.1 3.2	Develop outdoor learning to allow children to lead their own learning, access a wider range of opportunities & develop diverse skills across the areas of HWB, Literacy & Numeracy, including Modern Languages residential for P6 pupils. (PEF) Timescale: Ongoing	SLT All Staff Articulate staff	(Cont) <ul style="list-style-type: none">will have further opportunities to share best practice & professional learning across the campus through practitioner enquirywill further develop shared expectations of learning, standards & progressionwill benefit from high quality professional relationships across the campus Families <ul style="list-style-type: none">will show increased understanding of pupil progress and be more involved in their child's learning through increased opportunities to understand where their child is and what their next steps arewill benefit from increased engagement, interaction and stronger home-school links	(Cont) <ul style="list-style-type: none">GL PASS AssessmentsExcellence and Equity meetings, including termly teacher professional judgement of wellbeing and involvementClass Pastoral logs
1, 2, 5	1.2 1.3 2.3	Further develop joint campus SLC Practitioner Enquiry opportunities to deepen understanding and contribute to ongoing self-evaluation and the improvement cycle, including staff Book Club and staff trio/peer observations. Timescale: Ongoing	SLT Joint Campus Staff		
1, 2, 5	1.2 2.3	Provide opportunities for senior learners to be involved in evaluating learning experiences Timescale: Terms 3/4	HT		

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