



# School Improvement Plan 2019-20

ST. RONAN'S PRIMARY SCHOOL

Part of the St. Ronan's/Walkerburn Community Schools Partnership

# INTRODUCTION - School Improvement Planning 2019-20

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This document outlines your identified priorities for Session 2018/19 which will bring about continuous improvement of outcomes for your learners. It should be firmly based on the rigorous self-evaluation of your provision, including the impact of the development work carried out during Session 2017/18. There should be a clear link connecting this SIP 2018/19 with your SIP 2017/18 and SIR 2017/18.

Your SIP 2019-20 should contain no more than 4 priorities; Early Years priorities for primary schools and Pupil Equity Fund priorities can either stand alone or be an integral part of a whole school priority, as appropriate. The SIP is a working document which requires to be updated/reviewed periodically throughout the session as and when you monitor the progress and impact of change.

Successful delivery of your proposed outcomes requires a clear understanding of:

- the self- evaluation evidence you have which identifies your priorities
- the approaches to change which will ensure progress and impact within your key priorities
- how progress and impact will be measured.

The four key priorities and principles of the National Improvement Framework outlined below should be considered when developing your school improvement plan for 2018/19.

Schools are asked to submit both the SIP and the SIR by **31 May 2019**.

# National Improvement Framework

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## The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

## The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

# Self-Evaluation Summary

2018-19 SIR - Key Strengths WHOLE SCHOOL & PRIMARY	2018-19 SIR - Key Strengths NURSERY	2019-20 SIP - Key Areas for Improvement
<ul style="list-style-type: none"> <li>We have made good progress in our strategic leadership of change based upon our school improvement priorities.</li> <li>Our staff feel confident in taking responsibilities and leading change.</li> <li>Our teachers are involved in evaluating the quality of learning and teaching.</li> <li>Our Nursery team has worked very effectively together to develop and strengthen approaches to self-evaluation.</li> <li>Our staff are committed to an outward look at professional learning and to learning from good practice in other schools and nurseries in the local authority and beyond.</li> <li>Improving consistency in high quality planning, learning and teaching is leading to improved pace and progression in children's learning and to achievements and attainment data being more reliable.</li> <li>Children are increasingly taking roles of responsibility in the life of the school and for their own learning.</li> <li>The school continues to be a hub of learning for the community.</li> <li>Partnerships with parents continues to be an important feature of the school's success and they support developments and ideas through a variety of events.</li> <li>We are effective in ensuring children are challenged and engaged in their learning.</li> <li>Children know what they are expected to achieve and respond well to feedback from teachers and their peers about what they need to do to improve.</li> <li>Our teachers and practitioners plan together regularly and share children's progress through professional learning activities that lead to a shared understanding of standards.</li> <li>Overall, the standard and quality of our children's achievements is improving and most are making good progress, including children affected by poverty</li> </ul>	<ul style="list-style-type: none"> <li>Our vision, values and aims are better understood by staff and parents and help inform daily practice and interactions with children.</li> <li>All staff are clear on roles and responsibilities of members of the team.</li> <li>Systems are in place to review and keep up to date with statutory requirements</li> <li>A new strategic way of working has allowed us to work more succinctly as a team and to get the appropriate pace of change.</li> <li>Systems are becoming embedded within the planning of school improvements and support judgements with regards the pace of change as well as measuring how we are doing.</li> <li>Our staff team are more confident in using the language of self-evaluation.</li> <li>Our team are more confident in talking about their leadership roles and how they impact on the children.</li> <li>They have deeper understanding of child development of schematic play and have increased confidence in sharing pedagogy with parents and the wider staff team.</li> <li>Practitioners are becoming more skilled in planning quality learning experiences and considering opportunities for literacy and numeracy within this.</li> <li>Staff are more aware of where children are in the continuum of learning and what skills have come before leading to increased pace.</li> <li>We have created a continuous cycle of improvement around the learning cycle and our planned professional learning has supported this. We have been able to be more focused and look at each part of the learning cycle in more depth.</li> <li>As our practitioners build their skills within this cycle, this is beginning to lead to improved experiences and outcomes for our children.</li> </ul>	<p><u>Leadership of change</u></p> <ul style="list-style-type: none"> <li>Working groups will have clearly defined remits and fall into two categories:             <ul style="list-style-type: none"> <li>Standing groups: 1. Learning, teaching and assessment; 2. Wellbeing, equality and inclusion</li> <li>Development groups: Curriculum areas; Pupil Participation</li> </ul> </li> <li>Parents and partners will participate regularly in self-evaluation activities and the school's next steps in developing its curriculum.</li> <li>Implement aspects of 'Wee HGIOS'</li> </ul> <p><u>Curriculum &amp; Partners</u></p> <ul style="list-style-type: none"> <li>Numeracy and mathematics (School and Learning Community)</li> <li>Literacy and English (handwriting, presentation, spelling and phonics and emergent literacy [Early Level])</li> <li>Writing (assessment)</li> <li>Key Skills Development</li> <li>Outdoor learning</li> </ul> <p><u>Learning, teaching and assessment</u></p> <ul style="list-style-type: none"> <li>Child Development focus (Nursery)</li> <li>Next stage of 4-Part Model implementation and Learning Cycle (Nursery), including growth mindset developments</li> <li>Fully implement Assessment Framework</li> <li>Continue to increase pace and challenge in learning for all children</li> </ul> <p><u>Ensuring wellbeing, equality and inclusion</u></p> <ul style="list-style-type: none"> <li>Parents and partners involvement in Wellbeing Indicators</li> <li>Further development of Care Plans (Nursery) and Wellbeing Webs (Primary)</li> <li>Health and Wellbeing Curriculum implementation</li> <li>Targeted support next steps based upon good practice with a clear focus on children affected by poverty</li> <li>Building Resilience, respectful relationships and restorative practice next steps</li> </ul>

<ul style="list-style-type: none"> <li>• Our teachers and practitioners focus well on the learning needs of individuals and increasingly use observations and feedback to support what children learn next in numeracy, literacy and health and wellbeing.</li> <li>• Our effective systems for tracking children's progress are becoming embedded and there is a strategic overview of children's progress.</li> <li>• Our teachers and practitioners to make increasingly confident judgements about the progress children are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery staff are becoming more confident in their judgments within early literacy development including pre-writing and pre-reading skills.</li> <li>• Children and becoming more independent within the setting.</li> <li>• The language of the wellbeing indicators particularly around 'Safe and Responsible' is being used as part of everyday conversations with the children.</li> <li>• Health and Wellbeing is at the core of what we do within the Nursery and is embedded within our vision, values and aims and curriculum Rationale.</li> <li>• Staff including the SLT have a clearer picture of the quality of learning and teaching within our setting.</li> <li>• Attainment meetings allows us to gather attainment data for individual children and engage in moderation conversations. This is beginning to support our professional judgement around Early Level and lead to better outcomes for our children.</li> <li>• Practitioners are more confident in identifying those children who require additional support, intervention or challenge.</li> <li>• SLT are beginning to triangulate evidence around individual children to ensure that data is reliable and robust.</li> </ul>	<p><u>Raising attainment and achievement</u></p> <ul style="list-style-type: none"> <li>• Staff will continue to meet regularly and build on their confidence about making professional judgements using their information on children's attainment and progress in learning.</li> <li>• Increase staff understanding and skills in data analysis to move learners forward, with a focus on gender</li> <li>• Implement system to track wider achievements, including children affected by poverty</li> </ul>
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PRIORITY P1: LEADERSHIP OF CHANGE					
<b><u>N.I.F. Priority</u></b> Improvement in attainment, particularly in literacy and numeracy		<b><u>N.I.F. Drivers</u></b> School Leadership Teacher Professionalism		<b><u>HGIOS 4 Q.Is</u></b> 1.3 Leadership of change	
<b><u>SCHOOL STRATEGIC AIMS</u></b>					
<b><u>SELF-EVALUATION</u></b> All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children. <i>Strategic Lead: Keith Belleville.</i>					
<b><u>LEADERSHIP</u></b> We have an accountable school team where staff, children, parents and partners are clear about their roles and are supported to develop their leadership responsibilities. <i>Strategic Lead: Keith Belleville</i>					
<b><u>INTENDED OUTCOMES</u></b>					
<ul style="list-style-type: none"> <li>• Staff, children, parents and partners are fully involved in developing leadership opportunities linked to the school’s strategic aims.</li> <li>• Staff at all levels take responsibility for implementing change and in evaluating the impact of improvements.</li> <li>• Staff, children and partners engage regularly in critical and creative thinking and as a result, children and young people have developed increased capacity to respond and adapt to change</li> </ul>					
<b>Process</b>				<b>Progress Tracker</b>	
<b>No. (Add/delete stages as necessary)</b>		<b>Key people</b>	<b>Timescale/ Deadline</b>	<b>Measures of Success: <i>the impact made to date and how we know.</i></b>	<b>Date reviewed</b>
1	<b><u>STAFF</u></b> <b><u>What we are going to do</u></b> <ul style="list-style-type: none"> <li>• Staff will have the opportunity to develop their leadership skills in a way that suits their needs and style of learning based on a menu of options.</li> <li>• All staff will be involved in addressing the school’s priorities through distributed leadership opportunities.</li> <li>• Staff working groups will have clearly defined remits and fall into two categories:                             <ul style="list-style-type: none"> <li>▪ Strategic groups: 1. Learning, teaching and assessment; 2. Wellbeing, equality and inclusion</li> <li>▪ Development groups: Curriculum areas; Pupil Participation</li> </ul> </li> </ul>	HT  All staff	6x 1.5 hours across session  2.10.19 13.11.19 22.1.20 18.3.20 Plus reading time	<b><i>Planned impact and success</i></b> <ul style="list-style-type: none"> <li>• Staff 360 self/peer evaluation will show an increased confidence in leadership capacity</li> <li>• Progress tracking of Working Groups will show further increased staff ownership of improvements</li> <li>• Regular feedback from staff will show increased confidence</li> <li>• More staff will engage in SCEL programmes, practitioner enquiry or similar</li> </ul>	20.9.19

	<p><b><u>Why we need to do it</u></b></p> <ul style="list-style-type: none"> <li>To ensure that all staff are clear about their responsibilities and remits regarding school improvement.</li> <li>To ensure all staff have ownership of improvements, their voices are heard and there are opportunity to continue to develop leadership skills.</li> </ul>				
2	<p><b><u>PARENTS</u></b></p> <p><b><u>What we are going to do</u></b></p> <p>Parents and partners will participate regularly in self-evaluation activities and the school's next steps in developing its curriculum.</p> <p><b><u>Why we need to do it</u></b></p> <ul style="list-style-type: none"> <li>To ensure that all_parents/carers are involved in school self-evaluation in a way that suits them best.</li> <li>To ensure that all parents/carers are involved in the development of our curriculum and understand what we aim to achieve for our children and families and how they can become involved.</li> </ul>	<p>HT PT (AB)</p> <p>All Parents</p>	<p>Survey – March 2020</p> <p>Working Grp: 22.1.20 18.3.20</p>	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>All parents/partners involved in self-evaluation</li> <li>Parents/partners involved in curriculum developments</li> <li>Parental/partners voice reflected in school improvement priorities</li> <li>Parents/partners strengths are used to benefit the school improvement agenda</li> </ul>	20.9.19
3	<p><b><u>CHILDREN</u></b></p> <p><b><u>What we are going to do</u></b></p> <p>Involve all children in evaluating the work of the school and the improvement process through critical and creative thinking.</p> <p>Implement aspects of 'Wee HGIOS' by creating an implementation plan based on our self-evaluation.</p> <p><b><u>Why we need to do it</u></b></p> <p>To ensure all children have ownership of improvements, their voices are heard and there are opportunities to develop leadership skills.</p>	<p>HT</p> <p>PT (LM)</p> <p>All staff</p> <p>All children</p>	<p>Pupil Council Meetings</p> <p>Wee HGIOS action plan by December 2019</p>	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>All children involved in self-evaluation and participating in school improvements</li> <li>All children participate in decision-making processes across the school</li> <li>Year 1 steps in Wee HGIOS development plan are achieved</li> </ul>	20.9.19

## PRIORITY P2 – 2.2 CURRICULUM

**Q.I.s:** 2.2 CURRICULUM

**N.I.F. Priority:** Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

**N.I.F. Drivers:** School Leadership

### **SCHOOL STRATEGIC AIMS**

#### **CURRICULUM**

Our curriculum is designed to meet the needs of all our children, takes account of our local context and inspires, motivates and engages them in their learning. *Strategic Lead: Keith Belleville.*

### **INTENDED OUTCOMES**

- Provide flexible learning pathways, which lead to raised attainment through meeting the needs and aspirations of all children and are based on our curriculum rationale, the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance
- Provide a clear and progressive Skills Framework to help children develop key skills for learning, life and work in motivating contexts for learning

Process			Progress Tracker		
No.		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	<p><b><u>LEARNING PATHWAYS</u></b> <b><u>What we are going to do</u></b></p> <p>Develop cohesive Learning Pathways for all areas of the curriculum.</p> <ul style="list-style-type: none"> <li>• <u>Year 2 – 2019/20</u> <ul style="list-style-type: none"> <li>• Numeracy and mathematics (School and Learning Community)</li> <li>• Literacy and English (handwriting, presentation, spelling and phonics and emergent literacy [Early Level])</li> <li>• Writing (assessment)</li> <li>• Key Skills Development</li> <li>• Outdoor learning</li> </ul> </li> <li>• <u>Year 3 – 2020/21</u> <ul style="list-style-type: none"> <li>• Sciences (Practitioner Enquiry Year 2)</li> <li>• Digital literacy and Technologies (Practitioner Enquiry Year 2)</li> <li>• Modern languages</li> <li>• Creativity</li> <li>• Social Subjects</li> </ul> </li> </ul>	<p>All Staff</p> <p>Working Groups</p> <p>Partners</p> <p>Parents</p> <p>Strategic Leads:</p> <p>Lit: DHT DT Num: HT HWB: DHT JL</p>	<p>6x 1.5 hours across session</p> <p>2.10.19 13.11.19 22.1.20 18.3.20 Plus reading time</p>	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• New pathways developed and implemented consistently across the school</li> <li>• Pathways reflect the curriculum design principles and our unique curriculum rationale</li> <li>• Children are placed accurately within the new pathways</li> <li>• Pathways allow appropriate support, pace and challenge for all children</li> </ul>	<p><b>20.9.19</b></p>

	<ul style="list-style-type: none"> <li>RME</li> </ul>				
	<p><b>Why we need to do it</b></p> <ul style="list-style-type: none"> <li>To ensure consistency and progression of skills for all children.</li> <li>To ensure that learning pathways build on prior learning and ensure appropriate progression for all children.</li> <li>Development a shared understanding of standards across the school and strengthening the moderation cycle.</li> </ul>				
2	<p><b>KEY SKILLS FOR L, L &amp; W</b></p> <p><b>What we are going to do</b></p> <p>Develop a progression to support our Key Skills for learning, life and work that children will develop as they progress through the curriculum.</p> <p><b>Why we need to do it</b></p> <ul style="list-style-type: none"> <li>Bring relevance to learning.</li> <li>Make links across skills for learning, life and work</li> <li>Development a shared understanding of skills across the school and strengthening the moderation cycle.</li> </ul>	<p>PT (AB)</p> <p>Working Group</p> <p>Partners</p> <p>Parents</p>	<p>Working Group schedule</p> <p>World of Work Week 24.2.20</p>	<p><b>Planned impact and success</b></p> <ul style="list-style-type: none"> <li>Skills progression developed and implemented consistently across whole school curriculum</li> <li>Baseline gathered &amp; evaluation plan implemented.</li> <li>Children will be clear about the Key Sills that they need to develop over their time at St. Ronan’s</li> <li>Children can talk about the Key Skills in relation to learning, life and work</li> </ul>	20.9.19

## PRIORITY P3 – LEARNING, TEACHING AND ASSESSMENT

<b><u>N.I.F Priority</u></b> Improvement in attainment, particularly in literacy and numeracy.		<b><u>N.I.F Drivers</u></b> Teacher Professionalism		<b><u>HGIOS 4 Q.Is</u></b> 2.3 Learning, teaching and assessment	
<b><u>SCHOOL STRATEGIC AIM</u></b>					
<b><u>HIGH QUALITY LEARNING AND TEACHING</u></b> Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. <i>Strategic Lead: Dawn Taylor.</i>					
<b><u>INTENDED OUTCOMES</u></b> There are <b>high quality learning experiences</b> for all children All children make <b>appropriate progress</b> , particularly in literacy and numeracy Assessment judgements and moderation systems are sound and robust and data evidence across our school is reliable.					
<b>Process</b>			<b>Progress Tracker</b>		
<b>No. (Add/delete stages as necessary)</b>		<b>Key people</b>	<b>Timescale/ Deadline</b>	<b>Measures of Success: <i>the impact made to date and how we know.</i></b>	<b>Date reviewed</b>
<b>1</b>		DHT (DT)  Working Group	G/ Mindset Whole school community training Sep 2019 - implemented fully by April 2020.  Learning and teaching working party to meet regularly throughout the year. – fully implemented by May 2020.	<b><i>Planned impact and success</i></b> <ul style="list-style-type: none"> <li>Consistent approaches used across all classes in the school and clarity of expectations</li> <li>Teachers are confident in using formative assessment strategies and approaches with their classes</li> <li>Children are engaged within the 4 part model and able to talk confidently about their learning and why they are doing it.</li> <li>Improved experiences and outcomes for children – our learners are more confident talking about their learning and abilities</li> <li>Increase in attainment across all learners</li> <li>Children are observed taking measured risks, persevering, having a go at thing which are difficult and are confidently able to talk about having a growth mindset.</li> <li>Parents /Carers are confident in what growth mindset is – they know what they can do to support their children with this at home, and are able to describe the impact of these new approaches.</li> </ul>	<b>20.9.19</b>
<b><u>LEARNING AND TEACHING – 4 PART MODEL</u></b> <b><u>What we are going to do</u></b> Next stage of 4-Part Model implementation including growth mindset developments <ul style="list-style-type: none"> <li>Guidance to be finalized, agreed and implemented by all staff members</li> <li>Next phase of formative assessment strategies to be introduced and embedded in practice.</li> </ul> <b><u>Why we need to do it</u></b> To ensure all staff, children and families understand the importance of a growth mind-set approach to learning To continue to improve consistency, improve experiences and to raise attainment in every class, in every lesson for every child. To ensure increasingly high expectations for all children in their learning					
<b>2</b>		DHT (DT)  Working Group	Finalised Framework in place January 2020	<b><i>Planned impact and success</i></b> <ul style="list-style-type: none"> <li>Consistent approaches to assessment used across all classes in the school.</li> <li>Teachers are confident in assessing using different methods e.g. holistic assessment, formative and summative</li> </ul>	<b>20.9.19</b>
<b><u>ASSESSMENT FRAMEWORK</u></b> <b><u>What we are going to do</u></b> Fully implement Assessment Framework Ensure that assessment is an integral part of the learning and teaching cycle.					

	<p><b><u>Why we need to do it</u></b></p> <p>To ensure that all children are making appropriate progress, know where they are in their learning and know their next steps in learning.</p>			<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• Teachers are able to confidently plan for a variety of different types of assessment at the start of a planning block and use the information to plan next steps.</li> <li>• Information from assessments is used as part of the conversation at attainment meetings to feed into data analysis.</li> <li>• Children are able to use the feedback they receive to identify their next steps in learning and are aware of what they have to do to improve.</li> <li>• Assessment information is used as a basis for conversation within moderation meetings to support judgements across a level.</li> </ul>	
3	<p><b><u>PACE &amp; CHALLENGE</u></b></p> <p><b><u>What we are going to do</u></b></p> <p>Continue to increase pace and challenge and differentiation in learning for all children</p>	DHT (DT)	Clear strategy by January 2020	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• Children are supported in their learning at their own pace and are given the appropriate support and challenge which they need.</li> <li>• Teachers are more confident in the strategies and approaches they use to support the individual's needs of learners and how they increase challenge particularly in literacy and numeracy.</li> <li>• Lessons are at an appropriate pace which engages children and moves the learning forward.</li> <li>• Children are able to make choices and know the strategies to use in order to extend their own learning and additional challenge.</li> <li>• A variety of scaffolding techniques are used to support learning and all classes are made dyslexia friendly.</li> <li>• Parents /carers are aware of how they can support and challenge learning at home.</li> </ul>	20.9.19
	<p><b><u>Why we need to do it</u></b></p> <p>To ensure that pace and challenge of learning is increased, leading to raised attainment for all</p>	LTA Working Group			
		Attainment Meetings			
4	<p><b><u>MODERATION</u></b></p> <p><b><u>What we are going to do</u></b></p> <p>Embed our moderation system to be part of the learning, teaching and assessment cycle.</p>	DHT (DT)	Ongoing through quality assurance calendar	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• Consistent approaches to moderation are used across the whole school at key points during the year</li> <li>• Moderation is embedded at all levels - individual teachers, departments, whole school, cluster and national.</li> <li>• Teachers have a sound understanding of what moderation is and when and how they can do this</li> <li>• Staff have clearer understanding of achievement of a level and their professional judgements are validated.</li> <li>• As a result, children are clear about what they are learning and their next steps</li> </ul>	20.9.19
	<p><b><u>Why we need to do it</u></b></p> <p>To ensure a shared understanding of standards and confidence in professional judgement</p> <p>To ensure that assessment data is valid and reliable</p>	Working Group			

## PRIORITY P4 – ENSURING HEALTH AND WELLBEING, EQUALITY AND INCLUSION

<b>N.I.F. Priority</b> Improvement in children and young people’s health and wellbeing		<b>N.I.F. Drivers</b> Assessment of children’s progress		<b>HGIOS 4 Q.Is</b> 3.1 Ensuring wellbeing, equality and inclusion	
<b>SCHOOL STRATEGIC AIM</b>					
<b>HEALTH AND WELLBEING</b> The health and wellbeing of our whole school community is at the heart of the life and work of the school. <i>Strategic Lead: Jan Lister.</i>					
<b>INTENDED OUTCOMES</b>					
<ul style="list-style-type: none"> <li>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>Improved attainment for all children in Health and Wellbeing.</li> <li>Progressive curriculum pathways for all children across all areas of Health and Wellbeing</li> </ul>					
<b>Process</b>			<b>Progress Tracker</b>		
<b>No. (Add/delete stages as necessary)</b>		<b>Key people</b>	<b>Timescale/ Deadline</b>	<b>Measures of Success: <i>the impact made to date and how we know.</i></b>	<b>Date reviewed</b>
<b>1</b>	<b>WELLBEING INDICATORS</b> Safe, healthy, achieving, nurtured, active, respected, responsible and included  <b>What we are going to do</b> Increase parents and partners understanding of the importance of the Wellbeing Indicators	DHT (JL)  Working Groups  Parents  Partners	Parent-Teacher Conference – H&WB Hub in Library (DP)	<b>Planned impact and success</b> <ul style="list-style-type: none"> <li>A common language of wellbeing is further embedded as an integral feature of school life.</li> <li>Stakeholders have an understanding of the wellbeing indicators and are aware of how these underpin our Health and Wellbeing.</li> <li>Staff and children help parents to reflect on the child’s progress in being safe, healthy, nurtured, active, respected, responsible and included.</li> <li>All children can use appropriate language to say how they feel in relation to the wellbeing indicators.</li> </ul>	<b>20.9.19</b>
	<b>Why we need to do it</b> To ensure that all stakeholders have a clear understanding of the wellbeing indicators, leading to improved outcomes for all children, families and the community				
<b>2</b>	<b>WELLBEING INDICATORS/WEBS</b> <b>What we are going to do</b> Further development of Wellbeing Webs	DHT (JL)  CTs	2x yearly classroom sessions  Feedback to CTs  Follow-up any concerns	<b>Planned impact and success</b> <ul style="list-style-type: none"> <li>Children are further able to reflect on how they feel in relation to the Wellbeing Indicators.</li> <li>Children are resilient and able to cope with the ups and downs of life.</li> </ul>	<b>20.9.19</b>
	<b>Why we need to do it</b> To ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible, included.				

3	<b>HWB CURRICULUM</b> <b>What we are going to do</b> Health and Wellbeing Curriculum implementation	DHT (JL)  Working Group	Full programme in place by February 2020	<b>Planned impact and success</b> <ul style="list-style-type: none"> <li>• Our curriculum learning pathways provide a progressive approach to all areas of Health and Wellbeing</li> <li>• Children are able to reflect upon their progress</li> <li>• Staff are able to help children plan their next steps.</li> </ul>	20.9.19
	<b>Why we need to do it</b> To ensure progression and improved outcomes in Health and Wellbeing, leading to improved attainment for all children.				
4	<b>RESPECTFUL RELATIONSHIPS</b> <b>What we are going to do</b> Respectful Relationships policy and guidelines are underpinned by restorative practice and Building Resilience.	DHT (JL)  Working Group	Child/staff/parent guidelines completed by December 2019	<b>Planned impact and success</b> <ul style="list-style-type: none"> <li>• All staff will be trained in and committed to restorative approaches</li> <li>• Management referrals will reduce further</li> <li>• Children will report feeling more confident and resilient and will respond in a restorative way</li> </ul>	20.9.19
	<b>Why we need to do it</b> To ensure we have a comprehensive and consistent approach to respectful relationships that is understood and modelled by all.				
5	<b>SUPPORTING LEARNING</b> <b>What we are going to do</b> <ul style="list-style-type: none"> <li>• Further develop our system for supporting children with additional needs</li> <li>• Have a clear focus on children affected by poverty and ensure that they are making good progress in their learning.</li> </ul>	DHT (JL)  SfLT (SB)  ANAs  All Staff	3x yearly attainment meetings  3x yearly supporting learning meetings  Tracking & monitoring procedures	<b>Planned impact and success</b> <ul style="list-style-type: none"> <li>• Our system to identification of learners' additional needs using reliable and valid assessment information is further enhanced</li> <li>• Our system to monitor the progress of children affected by poverty is further enhanced.</li> <li>• Children and their parents/carers are fully involved in decisions about how their needs will be met.</li> </ul>	20.9.19
	<b>Why we need to do it</b> <ul style="list-style-type: none"> <li>• To ensure that our systems bring about raised attainment for children with additional needs.</li> <li>• To ensure that children with additional needs and those affected by poverty make appropriate progress and that support is well planned and evaluated.</li> <li>• To provide children and parents with further opportunities to be involved in decisions</li> </ul>				

## PRIORITY P5 – RAISING ATTAINMENT AND ACHIEVEMENT

<b>N.I.F Priority:</b> Improvement in attainment, particularly in literacy and numeracy.	<b>N.I.F Drivers:</b> Assessment of children’s progress.	HGIOS 4 Q.Is  <b><u>3.2 Raising attainment and achievement</u></b>
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**SCHOOL STRATEGIC AIMS:**

**SELF-EVALUATION**

All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children. *Strategic Lead: Keith Belleville.*

**HIGH QUALITY LEARNING AND TEACHING**

Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. *Strategic Lead: Dawn Taylor.*

**SYSTEMS AND PROCESSES**

We have effective systems and processes which support our strategic aims, self-evaluation and school improvement priorities. *Strategic Lead: Keith Belleville.*

**INTENDED OUTCOMES**

All children make **appropriate progress**, particularly in literacy and numeracy.

Attainment data is understood by all staff and monitored, tracked and moderated consistently across our school to ensure all children make appropriate progress.

Process			Progress Tracker		
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed	
<b>1</b>  <b><u>MODERATION</u></b> <b><u>What we are going to do</u></b>  Staff will continue to meet regularly and build on their confidence about making professional judgements using their information on children’s attainment and progress in learning.	HT  All staff	Department Meetings: 8.1.20 4.3.20 29.4.20  Tweeddale Moderation meetings: 23.10.19 2.3.20 6.5.20  INSET: 21.10.19	<b><i>Planned impact and success</i></b>  <ul style="list-style-type: none"> <li>Consistent approaches to moderation are used across the whole school at key points during the year</li> <li>Moderation is embedded at all levels - individual teachers, departments, whole school, cluster and national.</li> <li>Teachers have a sound understanding of what moderation is and when and how they can do this</li> <li>Staff have clearer understanding of achievement of a level and their professional judgements are validated.</li> </ul>	<b>20.9.19</b>	
<b><u>Why we need to do it</u></b>  To ensure that all children and making appropriate progress in their learning.					

2	<p><b><u>DATA ANALYSIS</u></b>  <b><u>What we are going to do</u></b></p> <p>Increase staff understanding and skills in data analysis to move learners forward, with a focus on gender and children affected by poverty</p> <hr/> <p><b><u>Why we need to do it</u></b></p> <ul style="list-style-type: none"> <li>• To ensure that staff understand and interpret data accurately in order to move learning forward.</li> <li>• To ensure sustained improvements in attainment over time.</li> <li>• To ensure that children are not disadvantaged due to gender or the poverty</li> </ul>	<p>HT</p> <p>All staff</p> <p>Attainment Officer/Adviser</p>	<p>3x yearly attainment meetings</p> <p>3x yearly supporting learning meetings</p> <p>Tracking &amp; monitoring procedures</p>	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• Tracking attainment for all children will allow us to look at trends over time to help us plan how we move forward and identify next steps.</li> </ul>	20.9.19
3	<p><b><u>WIDER ACHIEVEMENT</u></b>  <b><u>What we are going to do</u></b></p> <p>Implement system to track wider achievements, including children affected by poverty.</p> <hr/> <p><b><u>Why we need to do it</u></b></p> <p>To ensure that all children engage in opportunities for wider achievements and do not miss out, regardless of their circumstances.</p>	PT (AB)	System in place by February 2020	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• All children across the school will have equitable experiences and opportunities</li> <li>• Interventions and support will be targetted more accurately</li> <li>• Staff are more aware of those who are affected by poverty and how they can support this within their practice</li> </ul>	20.9.19

## PRIORITY N1: LEADERSHIP OF CHANGE

<p><b><u>N.I.F. Priority</u></b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b><u>N.I.F. Drivers</u></b> School Leadership Teacher Professionalism</p>	<p><b><u>HGIOS 4 Q.Is</u></b> 1.3 Leadership of change</p>
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**SCHOOL STRATEGIC AIMS**

**SELF-EVALUATION**

All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children.

Strategic Lead: Keith Belleville.

**LEADERSHIP**

We have an accountable school team where staff, children, parents and partners are clear about their roles and are supported to develop their leadership responsibilities. *Strategic Lead: Keith Belleville*

**INTENDED OUTCOMES**

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Process			Progress Tracker	
No. (Add/delete stages as necessary)	Key people	Timescale/Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
<p><b>1</b> <i>What we are going to do.</i> <b><u>Monitoring and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• To further develop and embed systems for monitoring and evaluation ensuring aspects of the setting, with a particular focus on teaching and learning, are monitored and evaluated on a formal and informal basis.</li> <li>• To include self and peer evaluation within our systems</li> <li>• To embed self-evaluation which supports the evaluation of the quality of the provision and ensure that all stakeholders are involved in the self-evaluation process ensuring all views are taken into account.</li> </ul>	<p>DHT</p>	<p>On- going</p>	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>• Systems are in place and understood by all staff</li> <li>• Information gathered from evaluations leads to positive change and supports identifying next priorities and developments</li> <li>• Regular opportunities are available for all stakeholders to comment on the quality of the service and they feel their views are listened to.</li> <li>• Self-evaluation against the national documents show we are moving forwards on our journey to excellence.</li> </ul>	<p>17.9.19</p>

	<p><i>Why we need to do it.</i></p> <ul style="list-style-type: none"> <li>To ensure what we are doing adds value to the experiences and progress of our children</li> <li>To ensure that we are meeting National standards and have high expectations for our setting.</li> <li>To measure the impact of approaches to learning and teaching on the quality of children's progress.</li> </ul>				
2	<p><i>What we are going to do.</i></p> <p><b><u>Roles and responsibilities</u></b></p> <ul style="list-style-type: none"> <li>To review roles and responsibilities within the staff team in line with the 1140hrs expansion.</li> </ul> <p><b><u>Staff leadership</u></b></p> <ul style="list-style-type: none"> <li>To further develop staff leadership within the wider team including all part and new members of staff.</li> </ul> <p><i>Why we need to do it.</i></p> <ul style="list-style-type: none"> <li>To ensure that our high standard of staff responsibilities is sustained across the new and larger team</li> <li>To allow staff to develop their leadership capacity and to utilise all the strengths within the wider staff team in order to move forward and develop the setting and outcomes for children.</li> </ul>	<p>DHT PT</p> <p>All staff</p>	<p>By October 2019</p>	<p><b><i>Planned impact and success</i></b></p> <ul style="list-style-type: none"> <li>All staff have clear roles, responsibilities and leaderships opportunities including new staff members</li> <li>Staff leadership roles have impact on both the setting and the children, and lead to positive change</li> </ul>	<p><b>17.9.19</b></p>

## PRIORITY N2 – LEARNING, TEACHING AND ASSESSMENT – SECURING CHILDREN’S PROGRESS

<b>N.I.F Priority</b> Improvement in attainment, particularly in literacy and numeracy.		<b>N.I.F Drivers</b> Teacher Professionalism		<b>HGIOS 4 Q.Is</b> 2.3 Learning, teaching and assessment 3.2 Securing children’s progress	
<b>SCHOOL STRATEGIC AIM</b>					
<b>HIGH QUALITY LEARNING AND TEACHING</b> Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. <i>Strategic Lead: Dawn Taylor.</i>					
<b>INTENDED OUTCOMES</b> There are <b>high quality learning experiences</b> for all children All children make <b>appropriate progress</b> , particularly in literacy and numeracy Assessment judgements and moderation systems are sound and robust and data evidence across our school is reliable.					
Process			Progress Tracker		
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
<b>1</b>	<p><i>What we are going to do.</i></p> <p><b>Learning cycle – as for 3 year strategic action plan.</b></p> <ul style="list-style-type: none"> <li>Observe, plan, do, review – to continue to develop pedagogy and training around each part of the learning cycle as per 3 year strategic plan.</li> <li>To complete guidance for staff, embed systems and ensure consistency for all staff members.</li> <li>To further develop practitioners skills and knowledge in planning both the environment and learning experiences for children including continuous provision planning, use of floor book, differentiation and challenge.</li> <li>To share with parents our approaches around the learning cycle, as well as developing how we share information around significant learning for each child.</li> </ul>	<p>EYT PT</p> <p><b>W/Group</b></p>	<p>Review – Block 1 Observe – Block 2 Plan – Block 3 Do – Block 4</p> <p><b>2019/ 2020</b></p>	<p><b>Planned impact and success</b></p> <ul style="list-style-type: none"> <li>Clear guidance allows all staff to be consistent in their approaches</li> <li>Staff are confidently able to talk about the learning cycle and around individual learners and their journey.</li> <li>Evidence within the learning journeys, floor books and planning walls show quality experiences are planned and developed for children.</li> <li>Raised attainment across the setting.</li> </ul>	<b>17.9.19</b>
	<p><i>Why we need to do it.</i></p> <ul style="list-style-type: none"> <li>To develop sound pedagogy across the whole team which leads to carefully planned high quality learning experiences for all children in the setting.</li> <li>To develop consistency in our approaches in planning high quality environments, experiences and interactions in order to impact on children’s significant learning.</li> </ul>				
	<p><i>What we are going to do.</i></p> <p><b>Attainment, tracking and intervention</b></p> <ul style="list-style-type: none"> <li>To embed systems of tracking children’s progress and attainment and establish clear interventions to support those</li> </ul>	<p><b>DHT</b> <b>All</b> <b>EYOs</b></p>	<p>December 2019</p>	<p><b>Planned impact and success</b></p> <ul style="list-style-type: none"> <li>Tracking attainment for all children will allow us to look at trends over time to help us plan how we move forward and identify next steps.</li> </ul>	<b>17.9.19</b>

	<p>children not on track. e.g. – fine motor and oral language support groups.</p> <p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>To establish clear moderation systems to support and develop practitioner judgements of children’s progress and achievements.</li> </ul>	DHT	December 2019	<ul style="list-style-type: none"> <li>Pupils who require additional support have access to appropriate interventions which help move them forward in their development.</li> <li>New intervention programmes will have positive impact on individuals and groups of children.</li> <li>Increased confidence in practitioner judgement in achievements and progress across CFE and child developmental milestones</li> </ul>	
	<p><i>Why we need to do it.</i></p> <p>Ensure individuals make the progress they are capable of To ensure that <i>all</i> children make significant improvements in attainment in literacy and numeracy. To ensure sustained improvements in attainment over time.</p>				
2	<p><i>What we are going to do.</i></p> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>To further develop the early numeracy curriculum in line with our curriculum rationale. This will include the development of a curriculum tracker which clearly identifies a clear continuum of development.</li> <li>To identify interventions which would support those children who are not on track with their learning.</li> <li>To create systems for staff to moderate the planning and assessments of numeracy.</li> <li>To share new approaches with parents and carers.</li> </ul> <p><i>Why we need to do it</i></p> <ul style="list-style-type: none"> <li>To ensure that staff are clear about the continuum of learning in all aspects of numeracy and are able to identify and plan for clear next steps in learning.</li> <li>To raise attainment and improve outcomes for all children in numeracy.</li> </ul>	DHT EYT EYO – new post  W/Group	April 2020	<p><b>Planned impact and success</b></p> <ul style="list-style-type: none"> <li>Increased knowledge and skills of staff team around the continuum of learning in numeracy</li> <li>More confident in planning quality experiences in Numeracy and providing support and challenge when required.</li> <li>Judgements around progress will be more robust and accurate.</li> <li>Increased attainment and success observed in the children</li> <li>Increased knowledge of parents / carers of the approaches we use and how they can support at home</li> </ul>	17.9.19
3	<p><i>What we are going to do.</i></p> <p><b>Emergent literacy</b></p> <ul style="list-style-type: none"> <li>To develop and implement the Emergent Literacy approaches within the Nursery and Primary 1 in line with our curriculum rationale.</li> <li>To identify interventions which meet the needs of all children</li> <li>To create systems for staff to moderate the planning and assessment of literacy.</li> <li>To work with OT, SALT and emergent literacy team to establish sustainable interventions and good practice within the setting.</li> <li>To share new approaches with parents and carers.</li> </ul>	DHT PT EYO – CS  W/Group	Initial stages to be implemented in October  To implement fully by June 2020.	<p><b>Planned impact and success</b></p> <ul style="list-style-type: none"> <li>Increased knowledge and skills of staff team around the continuum of learning in literacy</li> <li>More confident in planning quality experiences in literacy and providing support and challenge when required.</li> <li>Judgements around progress will be more robust and accurate.</li> <li>Increased attainment and success observed in the children</li> <li>Increased knowledge of parents / carers of the approaches we use and how they can support at home</li> </ul>	17.9.19

	<p><i>Why we need to do it.</i></p> <ul style="list-style-type: none"> <li><i>To ensure that staff are clear about the continuum of learning in all aspects of early literacy development and are able to identify and plan for clear next steps in learning.</i></li> <li><i>To raise attainment and improve outcomes for all children in Literacy.</i></li> </ul>				
	<p><b><u>Outdoor learning</u></b>  <i>Whole School curriculum development.</i></p>	<p><b>PT</b></p>			

## PRIORITY N3 – ENSURING HEALTH AND WELLBEING, EQUALITY AND INCLUSION

<b>N.I.F. Priority</b> Improvement in children and young people’s health and wellbeing		<b>N.I.F. Drivers</b> Assessment of children’s progress		<b>HGIOS 4 Q.Is</b> 3.1 Ensuring wellbeing, equality and inclusion	
<b>SCHOOL STRATEGIC AIM</b>					
<b>HEALTH AND WELLBEING</b> The health and wellbeing of our whole school community is at the heart of the life and work of the school. <i>Strategic Lead: Jan Lister.</i>					
<b>INTENDED OUTCOMES</b>					
<ul style="list-style-type: none"> <li>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>Improved attainment for all children in Health and Wellbeing.</li> <li>Our Care Plans are integral to supporting all children in their development</li> </ul>					
<b>Process</b>			<b>Progress Tracker</b>		
<b>No. (Add/delete stages as necessary)</b>		<b>Key people</b>	<b>Timescale/ Deadline</b>	<b>Measures of Success: <i>the planned impact and how will we know</i></b>	<b>Date reviewed</b>
<b>1</b>	<p><i>What we are going to do.</i> <b>Health and well-being curriculum</b> To implement our newly developed health and wellbeing framework within the setting To introduce the health and well-being curriculum trackers within the setting in line with whole school approaches. To use the Leuven scale to track progress of wellbeing and involvement and use this as part of significant observations within the setting.</p> <p><i>Why we need to do it.</i> To ensure that there are consistent approaches and opportunities to develop health and well-being across the whole school. To allow us to robustly track the progress of children in health and wellbeing.</p>	DHT (JL)  PT	April 2020	<p><i>Planned impact and success</i></p> <ul style="list-style-type: none"> <li>There will be a consistent approach used across the whole school.</li> <li>Practitioners will be more knowledgeable and skilled at assessing where a child is within their development within this curricular area, allowing them to plan interventions and support when required.</li> <li>Information gathered from observations and the trackers will build a strong picture of the whole child.</li> <li>There will be improved outcomes for children in relation to their health and wellbeing</li> </ul>	17.9.19
<b>2</b>	<p><i>What we are going to do.</i> <b>Wellbeing indicators</b> To further embed the wellbeing indicators in line with the 3 year strategic plan. To share and develop ‘wellbeing’ approaches with parents and carers. To develop and deliver family learning workshops along with CLDT on building resilience and parenting. To use the Leuven scale to track progress of wellbeing and involvement and use this as part of significant observations within the setting.</p>	PT  EYO – SP	On- going across the year	<p><i>Planned impact and success</i></p> <ul style="list-style-type: none"> <li>Children will be able to begin to use appropriate language to say how they feel in relation to the wellbeing indicators.</li> <li>Increased confidence in staff around wellbeing indicators</li> <li>Practitioners will plan and interact with children consistently around the language of well being</li> </ul>	17.9.19

	<p><b>Why we need to do it.</b> To ensure that all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.</p>			<ul style="list-style-type: none"> <li>Families and parents will increase their knowledge and understanding of how health and wellbeing is approached at school and develop their skills as parents.</li> </ul>	
<b>3</b>	<p><b>What we are going to do.</b> <b>Care plans</b></p> <ul style="list-style-type: none"> <li>To establish new and more robust systems for care plans and for recording information around a child.</li> <li>To facilitate training for all staff members in their use</li> <li>To implement across the setting for every individual and set up systems for these to be monitored by EYO and SMT.</li> </ul>	<b>DHT EYO – SP and CS</b>	<b>September</b>	<p><b>Planned impact and success</b></p> <ul style="list-style-type: none"> <li>More robust and useful information is accessible around all children</li> <li>Systems for those children who require additional support are established to allow for documentation to be accessible as and when required.</li> </ul>	<b>17.9.19</b>
	<p><b>Why we need to do it.</b> To ensure that we have appropriate and relevant information to support the well-being of all children in the setting. To ensure statutory duties are met to a high standard and that all staff are aware of their responsibility.</p>				