

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

School: NWCC

Date: May 2019

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

'We strive to ensure that everyone in the school community is equipped with the skills and knowledge to build the best relationships, enabling them to grow in confidence and happiness, so that they can achieve their full potential.' To this end, we intend to focus on Emotion Works and Restorative Approaches, integrated with Nurture across the school throughout 2018/19 (and into the longer term)

School Motto

Aspire together, achieve together

Aims

- To develop motivated, resilient and independent learners
- To nurture positive relationships and effective partnerships within and beyond the school community
- To prepare all our learners for the next steps in their learning, whether that is in education or employment
- To promote excellence, equity and fairness for all; ensuring that the widest opportunities are available to our learners
- To instil creativity and self-confidence in all

Values

We believe in the values of:

Responsibility

Unity

Growth

Success

Review Date: April 2020

Review Activities (as appropriate) Following a turbulent year, the vision, values and aims will be in place for another year before full review. Activities are planned with all stakeholder groups to review how they are embedded and implemented over this year. *Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

2. School Improvement Progress Report

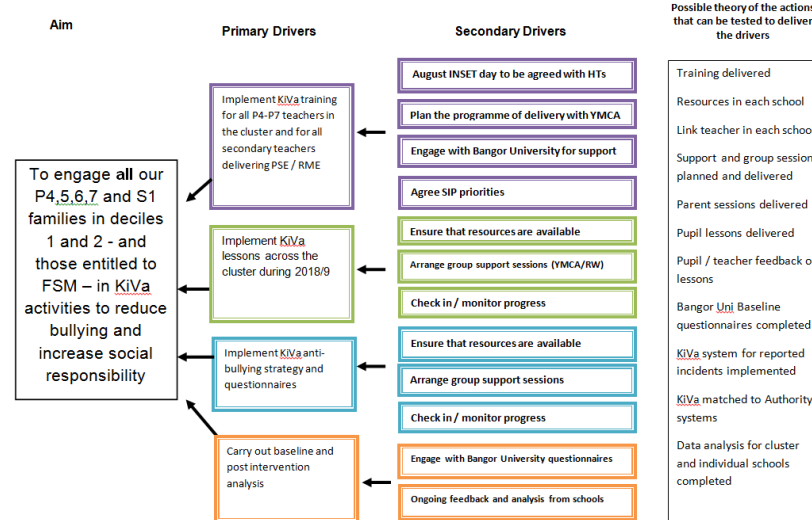
Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)																																																						
<p>School Priority 1: To improve the health and well-being of all, with a focus on transition and change, as well as developing safe and healthy lifestyles</p> <p>NIF Priority Improvement in children and young people's health and well-being</p> <p>NIF Driver: School Improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring well-being, equality and inclusion</p>	<p>Primary.</p> <ul style="list-style-type: none"> Let's Get Sporty have supported P6 & P7 learners through the decant; offering lunchtime sessions, to help engage learners in more positive experiences during their breaks. This originally was for 3 sessions per week (Oct – Dec 2018), then reduced to once per week (Jan – Mar 2019). Learners engaged well with LGS staff; uptake varies with each session, however, learners are using playground equipment more responsibly, this is resulting in fewer lunchtime/playground issues. 10% of P6 & P7 learners regularly engage in after school, community based activities following these session in school. An investment to support growth in Emotional Literacy and to Raise Attainment in HWB. Evidence from 2 year groups demonstrates significant impact on how learners feel about themselves and their experiences. <table border="1" data-bbox="674 1044 1377 1247"> <thead> <tr> <th>SHANARRI Indicator</th> <th>Score 10 (Term 1)</th> <th>Score 10 (Term 3)</th> <th>SHANARRI Indicator</th> <th>Score 10 (Term 1)</th> <th>Score 10 (Term 3)</th> </tr> </thead> <tbody> <tr> <td>SAFE</td> <td>47%</td> <td>71%</td> <td>SAFE</td> <td>44%</td> <td>54%</td> </tr> <tr> <td>HEALTHY</td> <td>20%</td> <td>33%</td> <td>HEALTHY</td> <td>12%</td> <td>47%</td> </tr> <tr> <td>ACHIEVING</td> <td>33%</td> <td>57%</td> <td>ACHIEVING</td> <td>36%</td> <td>37%</td> </tr> <tr> <td>NURTURED</td> <td>43%</td> <td>71%</td> <td>NURTURED</td> <td>52%</td> <td>58%</td> </tr> <tr> <td>ACTIVE</td> <td>30%</td> <td>85%</td> <td>ACTIVE</td> <td>28%</td> <td>33%</td> </tr> <tr> <td>RESPECTED</td> <td>28%</td> <td>71%</td> <td>RESPECTED</td> <td>24%</td> <td>42%</td> </tr> <tr> <td>RESPONSIBILITY</td> <td>14%</td> <td>43%</td> <td>RESPONSIBILITY</td> <td>32%</td> <td>37%</td> </tr> <tr> <td>INCLUDED</td> <td>52%</td> <td>65%</td> <td>INCLUDED</td> <td>28%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 1 FTE nurture teacher (primary) in place until October 2018. Initial results were positive; learners were engaging more positively in learning activities; peer relationships were becoming more positive for some individuals. Boxall Assessments were completed at this stage. <p>P4 +</p>	SHANARRI Indicator	Score 10 (Term 1)	Score 10 (Term 3)	SHANARRI Indicator	Score 10 (Term 1)	Score 10 (Term 3)	SAFE	47%	71%	SAFE	44%	54%	HEALTHY	20%	33%	HEALTHY	12%	47%	ACHIEVING	33%	57%	ACHIEVING	36%	37%	NURTURED	43%	71%	NURTURED	52%	58%	ACTIVE	30%	85%	ACTIVE	28%	33%	RESPECTED	28%	71%	RESPECTED	24%	42%	RESPONSIBILITY	14%	43%	RESPONSIBILITY	32%	37%	INCLUDED	52%	65%	INCLUDED	28%	50%	<ul style="list-style-type: none"> Continue to engage with as wide a range of quality partners as possible in order to support all our young peoples' needs and to ensure they understand how to live a healthy life Develop and further embed the use of KiVA and Emotion Works to build on the early positive results Continue to review the PSHE curriculum Introduce YPI into S3 to widen young peoples' understanding of the local environment/issues To develop learner voice through leadership model in whole school Review the effective use of LAs to support the needs of individuals in light of reduced staffing
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Driver Diagram for Raising Attainment in Health and Wellbeing supported by PEF



August INSET delivered to cluster primary schools

February INSET delivered to NWCC primary and secondary staff

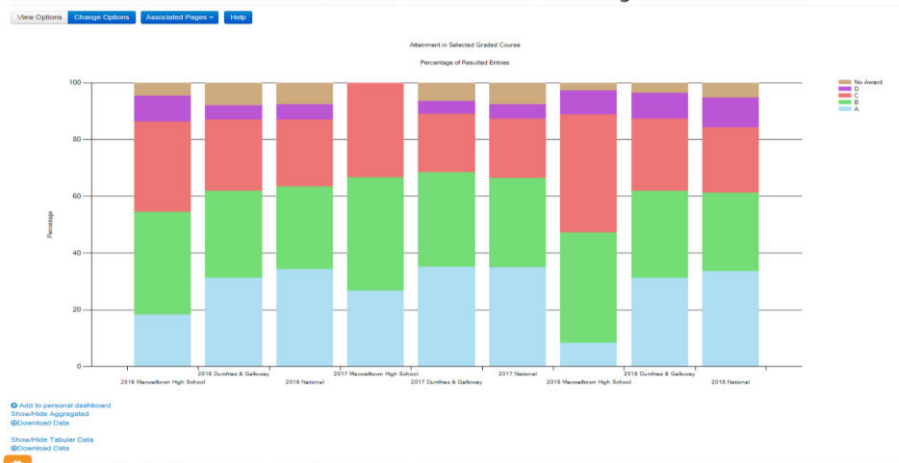
Continued strong links with YMCA in terms of KIVa on going delivery

Secondary

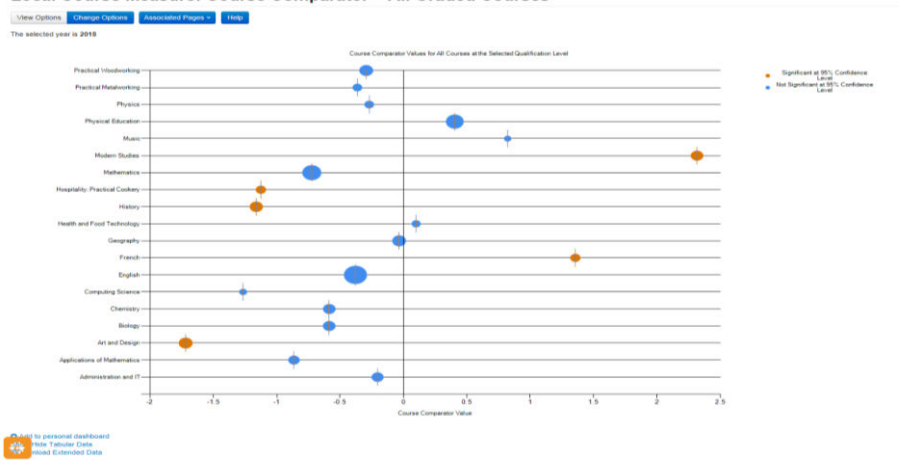
- New PTC for PSHE introduced materials and scheme of work building on previous high standards. Observations showed this was being implemented in the classroom
- Continued experiences and opportunities been offered in PE department. (Outdoor education/Skating, Football/Rugby fixtures/Scotstoun/cinema etc).
- Partnership work across the school ensured that learner needs were being met through highest quality interventions available.
- New resources used for body image in S3 with a view to building on in 2019-20.
- S2 residential experience with aim to develop pupil determination/resilience.

	<ul style="list-style-type: none"> • Transition supported through DLT processes and meetings/visits with PTPS, LAs and Opps for All – data and bespoke information gathered on needs of individual learners. • Targetted support to individuals and groups offered by PTPS staff, ASL and partners to ensure that learners attend, achieve their best, go on to positive next steps in their learning and engage in as wide a range of experiences as possible • Partners involved to expand the use of break and lunch time experiences for young people resulting in fewer incidents and wider opportunities 	
<p>School Priority 2: To improve attainment across the school, particularly with reference to Literacy and English in the BGE- and as a responsibility of all</p> <p>Early Level: Listening and Talking and Phonics First to Third Level: Reading and Writing</p> <p>NIF Priority Improved attainment particularly in Literacy and Numeracy</p> <p>NIF Driver: Assessment of children’s progress</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>3.2 Raising Attainment and achievement</p>	<p>Primary</p> <ul style="list-style-type: none"> • Quality Assurance practices have supported opportunities for sharing good practice across the school; feedback has been given to all staff, in relation to their individual classes/practices, as well as generic whole school feedback. • Planning for Literacy and English has been developed across the Primary as a whole school staff. This has addressed Breath, Challenge and Pace for all learners; this has begun to consider how we make the most effective use of our community resources; both locally and nationally, to enhance learner’s experiences. • Additional reading material/resources have been secured to meet the needs of our less able learners; this has supported effective progression at an appropriate pace and in an appropriate context for learners of their age. This has resulted in better engagement and higher motivation. Formal Assessments (scheduled March/April 2019) will evidence the impact over a longer period of time. • Updated data to be included here for P1,4 and 7 • Teaching staff have engaged in planning and assessing as stage partners; this has ensured consistency across whole year groups and has supported managing workload for teaching staff. • Teaching staff from across all stages have engaged in Cluster Moderation activities, which focused on Writing. <p>Secondary</p>	<ul style="list-style-type: none"> • PTC in place for Literacy • TLQ good practice to be built upon and staff training and development to follow • Library established as a resource to support the whole school and community • Develop the classroom reading resources in primary • Staff training and development around literacy as responsibility of all • Cross phase/stage and subject moderation opportunities to be offered

Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted Entries



Local Course Measure: Course Comparator – All Graded Courses



School Priority 3:

School Priority 3: To improve attainment across the school, particularly with reference to Maths and Numeracy in the BGE

NIF Priority

Improved attainment particularly in

Primary

- Planning for Numeracy and Maths has been developed across the Primary and has addressed Breadth and Challenge for all learners
- Consideration has been given to how we offer experiences which complement skills development and application across Applied Maths and Mental Maths contexts

Data in here for primary

Literacy and Numeracy

NIF Driver:

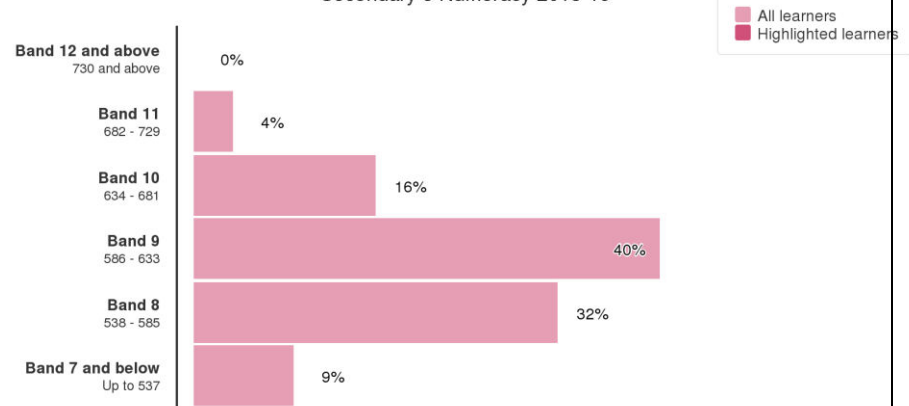
Assessment of children's progress

HGIOS?4 / HGIOELC QIs

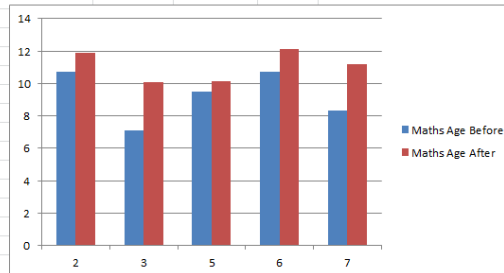
- 1.3 Self-evaluation for self-improvement
- 1.4 Leadership of learning
- 3.2 Raising Attainment and achievement

Secondary

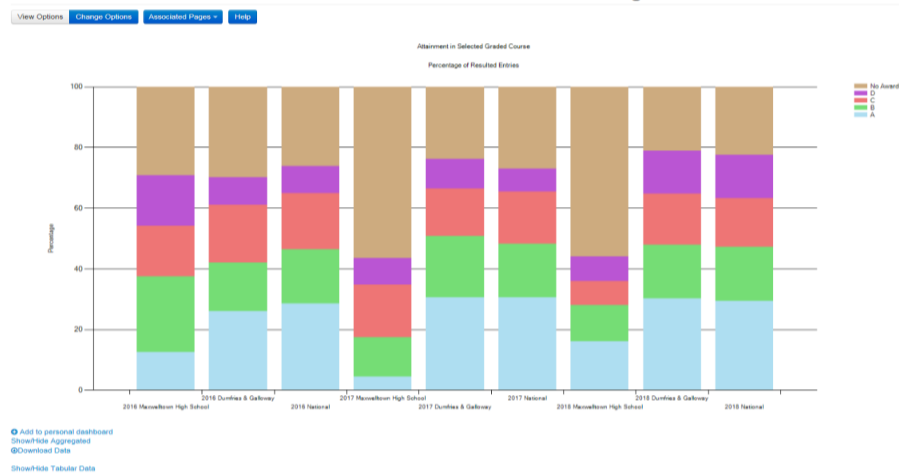
Secondary 3 Numeracy 2018-19



Pupils	Maths Age		Weakness	St
	Before	After		
1	9.2			
2	10.7	11.9	subtracting less than 100, rounding, remembered facts less than 20	
3	7.1	10.1	remembered facts(less than 10), subtracting less than 20, adding less than 100	
4	7.8			
5	9.5	10.11	adding(less than 10), rounding, remembered facts(less than 20)	
6	10.7	12.1	remembered facts(less than 10), approximation	
7	8.3	11.2	remembered facts(less than 10), translation numbers to words	
8	5.1			



Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted Entries



Attainment will be forecast based on trends and regular tracking and monitoring will assist in setting on ability for S2-S3 for 2019-20

SNSA data analyzed for trends and courses adapted based on question analysis. All staff in Maths Dept have undertaken SNSA collegiate triaging to facilitate this and each member of staff has pupil profiles for their class, which were used to assist reporting and tracking.

SEEMiS Attendance and tracking and monitoring cycle used to look for patterns and trends and for early intervention purposes.

S4 pupils in danger of not achieving a level were identified and additional teacher was brought in to work with these pupils in a small group to achieve their level.

Lowest Maths set in S4 had Maths ASL in to co-op teach in smaller group to help achieve success at National 4 Apps.

Senior National 5 class has been split into 2 smaller sets with an additional teacher as an intervention step to help raise attainment.

Interventions in the BGE for the lowest ability pupils, firstly identified through transition information then teacher judgement, using Catch up maths.

Working 1-1 with ASL to develop specific numeracy skills to boost maths and numeracy attainment.

Moderation time given during department time. Cross marking of all prelims for National courses has taken place as have UASP at National 4.

Cross marking of BGE Assessments have taken place.

<p>School Priority 4:</p> <p>To increase the life chances of all learners by developing a world-class learning experience for everyone – including high quality learning and teaching.</p> <p>NIF Priority Improvement in employability skills and sustained positive school-leaver destinations for all young people. Close the gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Assessment of children’s progress</p> <p>HGIOS?4 / HGIOELC Qis 1.1 Self-evaluation for self-improvement 1.4 Leadership and management of staff 2.1 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 2.7 Partnerships</p>	<ul style="list-style-type: none"> • Progressive pathways continued to be reviewed in primary stages. Time has been given to stage teams to review and adapt learning plans to better meet needs of young people • Liaisons with Theatre Royal and Ensemble have ensured that primary learners engaged with cultural experiences • Wider achievement qualifications have been introduced • Leadership, UES and Employability introduced to the senior phase curriculum • BGE offered Youth Achievement Awards • Work experience module given to S4+ during ‘study leave’ time • Vulnerable learners offered Nithsdale Challenge to increase their experiences and qualifications • Targeted staff offered SCQF ambassador training • YPI introduced to S2 for implementing in S3 • Despite the barriers offered to the school this year, trips, residential and guest speakers have continued 	<ul style="list-style-type: none"> • Curriculum continues to be reviewed in line with D&G and DLT aims • Introduction of 1140 hours means a wider opportunity for learning for EY • Use PEF to ensure that all learners have a wide range of experiences
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school’s approach to providing robust evidence of closing the attainment gap? 		

• **How well are you removing barriers to learning and ensuring equity for all?**

<p>1. To improve the health and well-being of all, with a focus on transition and change, as well as developing safe and healthy lifestyles</p>	<p>Build engagement in sports/activity – Let's Get Sporty, P3 swimming</p> <p>Build positive relationships through the development of KIVA across the school</p> <p>Expanded use of emotion works in primary phase</p> <p>Development of nurturing school approach (use of Embark staff to support, training and development of whole staff and key individuals)</p> <p>Nurture intervention in both phases</p> <p>Introduce Stay and Play</p> <p>Continue to develop Parent Cooking using new school facilities</p> <p>LA and teacher support for transition</p> <p>Involvement of youth services for counselling services</p> <p>£P 24x 24x per week for cutter</p>	<p>£5590.60 (equivalent of 1 day per week)</p> <p>£10,000 (check exact cost)</p> <p>£2,000 (check exact costs)</p> <p>5 days cover for staff to complete best practice visits £600</p> <p>2 Nurture teachers (primary and secondary) £83,473.20</p> <p>£4327.83 (equivalent 1day per week EY Support Assistant)</p> <p>£600 (5 days cover to allow teacher to deliver)</p> <p>1 day per week cover (£9750) for 39 weeks.</p> <p>£7071.25 (1 day per week) Youth Worker</p> <p>£9000</p>	<p>Increased uptake in out of school activities, increase in confidence in learners</p> <p>Fewer incidents relating to bullying/poor relationships</p> <p>Fewer exclusions, increased attendance</p> <p>Fewer exclusions, increased attendance</p> <p>Increased attendance, increased confidence in learners, increased self-regulation</p> <p>Increased parental engagement</p> <p>Parents reporting a wider range of ideas for healthy eating</p> <p>Fewer exclusions, more confident learners</p> <p>The emotional needs of individual learners being met</p> <p>As above. Leading to better attendance and more confident learners</p>
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	<p>2. To improve attainment across the school, particularly with reference to Literacy and English in the BGE- and as a responsibility of all</p>	<p>Identify those needing small group/1:1 intervention – staff to support this need</p> <p>Development of AR</p> <p>Additional reading intervention resources (reading programmes)</p> <p>Time to allow staff to apply small test of change and strategies from this</p> <p>Digital literacy to be developed – wider resource and additional training for staff</p> <p>TLQ development in EL and beyond</p>	<p>LA £43.278.32</p> <p>£2000 Subscription (check exact) £3912.92 (1 day per week librarian)</p> <p>Allow £10 per learner £7400</p> <p>1 day per week cover £7020</p> <p>£10,000</p> <p>1 day per week Nursery Nurse £5340.41</p>	<p>Rapid and sustained improvement in literacy outcomes for learners</p> <p>Increased confidence and engagement in reading. Improved outcomes in English/literacy</p> <p>Increased engagement in reading</p> <p>Accurately identified learners receiving appropriate support</p> <p>Increased engagement in literacy. Improved outcomes</p> <p>Improved outcomes in talking and listening in EY</p>
	<p>3. To improve attainment across the school, particularly with reference to Maths and Numeracy in the BGE</p>	<p>Appropriate interventions identified for key groups/individuals</p> <p>Lesson study/teaching triads time for staff to identify good practice and share</p> <p>Digital learning increase</p>	<p>LA £43.278.32</p> <p>1 day per week cover £7020</p> <p>£1612 (First Class@number) £100 (CLIC Maths) £100 (Minute Maths)</p>	<p>Accurately identified learners receiving appropriate support to improve outcomes</p> <p>Increase staff awareness of blockers to improvement in learning</p> <p>Improve engagement in numeracy and maths resulting in improved outcomes</p>

	4. To increase the life chances of all learners by developing a world-class learning experience for everyone – including high quality learning and teaching.	Resources and staff to maximise the potential and use of the whole school	£10,000	Improved attitudes towards school, wider range of skills and interests catered for in learners
		Best practice visits and meetings	5 days cover for staff to complete best practice visits	Develop a wider/alternate curriculum choice for learners
		Maximise the use of the library – staff and activities	£600	Increase parental engagement in learning
		Parental liaison worker	£3912.92 (1 day per week librarian)	Better relationships with hard to reach parents
		Youth services to widen curriculum (Youth Achievement award etc)	£21,639.16 (Primary and Secondary)	More learners leaving with qualifications needed for next steps. Fewer NEETS
		Entrepreneurial activities involving external services/resources	£7071.25 (1 day per week) Travel cost etc £10,000	Contextualised learning increases learner confidence, engagement and understanding of the curriculum

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • VVA developed in partnership with stakeholder group in spring 2018 • Values reinforced through display around the school, assemblies etc • Clear understanding of the context of the school and community by leadership across the school • Parent Council and learner council have been involved in self-evaluation and strategic planning throughout the year • Evidence of good practice across ELT in both sectors (Self-Evaluations) in terms of developing professional learning, change for improvement and developing the VVA 	<ul style="list-style-type: none"> • Calendared self-evaluation using SWTA to its full potential • Coaching and mentoring for those in early stages of their career • Professional reading group introduced • Parent council committees linked to SiP targets • Professional dialogue time and activities to be developed 	<p>3</p>
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • 		<p>3</p> <p>13</p>

2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people’s learning.		4

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1: Improve the health and well-being of all our learners</p> <p>NIF Priority Improvement in children and young peoples health and well-being</p> <p>NIF Driver School improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs 3.1 3.2 2.7</p>	<ul style="list-style-type: none"> All young people will understand (appropriate to their age and stage) what is meant by a healthy lifestyle All young people will have the opportunity to engage in high quality physical activities which will improve their fitness and well-being All young people will be provided with education about healthy eating and will be offered healthy food on site Our young people will know how to stay safe online and will have an awareness of appropriate use of the internet and social media Our young people will understand how to recognize and report bullying, abuse and infringements on their rights Where appropriate to age/stage, young people will learn about health in terms of personal hygiene, emotional and mental well-being, how to administer first aid and be able to speak about those that can support in our community 	<p>Continue to develop transition activities and links across the school in line with DLT guidance.</p> <p>Continue to review PSHE curriculum an offer across the school to ensure that it meets the needs of all learners</p> <p>Establish and review the Positive Relationships Framework (whole school nurture approach)</p> <p>Establish greater links with the community sports hub to ensure that this is to the benefit of the young people and families in our community</p> <p>Re-launch and roll out of Emotion Works with Primary staff</p> <p>Identify learners who require Nurture interventions, assessment through and monitor with Boxall Profiles. Staff both nurture rooms and provide any additional resources/training required</p>	<p>HT to lead. PEF funding to support transition activities in P7/S1. Review in June 2020</p> <p>PTPS (PSE) to lead audit and review in secondary. PT (PSE) to lead in Primary. Time to liaise and discuss.</p> <p>HT to lead. Time at Inset for launch and for working party to meet. Funding may be required for an external speaker.</p> <p>HT and PTC (PE) to meet with Hub co-ordinator</p> <p>DHTs (primary) and PT (ASL) to lead. SWTA time calendared. PEF funding for resources</p> <p>DHT(GIRFEC) to lead. PEF funding allocated to this. Training time to be used to ensure that staff are confident with Boxall standards etc</p>

	<ul style="list-style-type: none"> • All learners report feeling safe in school • Decrease in number of incidents resulting in exclusions across school • Increased school attendance in both sectors 	<p>Develop a programme of after school and lunchtime activities to meet the needs of all young people in our community and ensure that everyone has the opportunity to be included</p> <p>Breakfast clubs expanded to reach an ideal number of learners and ensure a good start to the day.</p> <p>Establish and educated on healthy routines from an early stage, starting in Nursery and continuing throughout the school (healthy eating, dental hygiene, hand washing and personal hygiene, sexual health etc)</p> <p>Develop a programme of learning to establish digital health for all. Develop a social media policy with parents, staff, learners and partners</p> <p>Identify and train mental health champions for the school</p> <p>Develop a procedure for more systematically celebrating success across the school, including the use of social media, newsletters and media links</p> <p>Further develop the mentoring programme for S1-6 to encompass regular learning conversations, goal and target setting and tracking data to ensure that learners are continually making progress, reflecting on their achievements and planning their next steps</p>	<p>HT, PT (additional activities) and PTPS (Partners), PTC (PE) to work together to ensure that partners are deployed effectively across the school. PEF funding may be required to resource this additionality</p> <p>ELT, partners and staff associated with breakfast clubs to lead. PEF and other funding/sponsorship used to fund this.</p> <p>PTC, Nursery Manager and primary PTs to have time (through SWTA) to ensure that planning is in place and to monitor its implementation</p> <p>HT to lead on policy development. PTC (Technologies), primary PT and PTPS (PSE) to lead on programme of learning.</p> <p>HT to lead. Time required for training and development</p> <p>HT and DHT (GIRFEC) to lead with a working party/comms group and the 'behaviour' working party. Time required for meeting. Support required from admin staff</p> <p>DHT (GIRFEC) to lead supported by PTPS in S1 and PSE teachers in S2-6</p>
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<p>School Priority 2: Raise attainment, improve achievement for all learners and close the gap(s) across our school</p> <p>NIF Priority Improve attainment and close the gap</p> <p>NIF Driver Assessment of young peoples' progress and performance information</p> <p>HGIOS?4 / HGIOELC Qis 3.2 2.2 2.3 2.7</p>	<p>Staff will have a clearly identified plan to raise the attainment of learners across the school. This will ensure that:</p> <p>All learners, staff and parents are aware of the importance of good learning skills; Individual learners receive the support, resource and advice that they need to achieve their best in this area; Interventions are effective and offer good value for money; Parents understand the rationale and impact of interventions; Teacher judgements are accurate and consistent across the school; The progress of almost all learners is at least in line with expectations for their age; Attainment is in line with D&G schools; Gaps are clearly identified at different stages/subject areas and steps are taken to close them appropriately</p> <p>Teaching strategies will result in (Almost) all learners making good progress Learners will be engaged and challenged in their learning across the school; Teachers will be secure in their practice and supported by peers and others in their development; Parents will feel empowered to support the learners in their learning journey and will know how/who to approach for support.</p> <p>Interventions will impact on the skills of learners in their lessons;</p>	<p>Timely data captures scheduled into school calendar which are then analysed and intervention allocated as appropriate</p> <p>Use data across the school to identify the gaps in learning and allocate resources accordingly to close. Research based intervention/action to support decision making</p> <p>High quality moderation calendared throughout the year, training delivered by QAMSOs (more to be identified across the school)</p> <p>Systematically celebrate achievement and attainment across the school to encourage learners and their parents to engage in learning</p> <p>Further develop a meaningful engagement with parents with regard to their childrens' learning. Clearly rationalize the relationship between parents' evenings/conversations and reporting</p> <p>Empower parents to support childrens learning through training, development etc and support of parent council and colleagues at the centre</p> <p>Liaison with the SWEIC family to share positive ideas about closing the gap</p> <p>Increase the aspirations of young people by providing real life examples of what can be achieved in their community (assemblies, PSE lessons and wall of fame)</p>	<p>DHTs (Primary), DHT (GIRFEC), time for support staff to set up SEEMIS accordingly and if necessary. SWTA to reflect.</p> <p>DHTs to lead. Time in meetings with ELT to share findings and research ideas. PEF resources may be required to support interventions</p> <p>HT to lead. Time and resource needed to train QAMSOs. Time given over to Inset and cluster twilights to allow moderation and training for whole staff.</p> <p>HT (as above priority)</p> <p>HT and DHTs (primary and GIRFEC) to lead. Time will be required to engage with the parent council and forum</p> <p>HT to lead. Time required to meet with colleagues and parents. Resources may be required to support this (parent council)</p> <p>HT to lead. Time required for best practice visits or alternative communications sought.</p> <p>ELT to lead within their own areas. Resources may be required supported by partners</p>
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		Develop ways of sharing good practice across the school. Particular focus on identifying areas/individuals with strengths in QFT/differentiation/assessment etc	All ELT to be involved in initial audit. DHT (Curriculum) and DHT (Primary) to investigate professional learning opportunities
<p>School Priority 3: Ensure that there is a progressive pathway for learners which culminates in positive destinations for all</p> <p>NIF Priority Improvement in employability skills and sustained positive school-leaver destinations for all young people. Close the gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Assessment of young peoples' progress School Improvement School leadership</p> <p>HGIOS?4 / HGIOELC QIs 2.2 2.3 1.3 3.1 2.7</p>	<p>Learners will be prepared for their next steps in learning; Staff will be aware of where learners have come from and where they are expected to progress to; Clear progression pathways are planned and delivered across the school Improved attendance; Improved positive destinations data; Learners better equipped to talk about their emotions; Lesson observations showing high quality learning throughout the school; Increase engagement in learning (evidenced through learner interviews) Parents will be engaged in discussions about option choices; Links with Businesses and the world of work will increase learner understanding of the importance of education; Wider choices and relevant curriculum will begin to close the gaps between least and most disadvantaged; Increased use of the school will support education in the wider community;</p>	<p>Learning journeys are clearly mapped across the school (2-18), progression clearly mapped in all areas</p> <p>Senior phase curriculum planned in liaison with DLT colleagues to ensure that the needs of all learners are catered for, that learners engage with their subject choices and are supported to plan for their future.</p> <p>Review of IDL bundles in primary sector</p> <p>Maximise the use of the new facilities to engage all learners in their learning and help them to achieve (Library, garden areas, sports hub etc)</p> <p>Further development of STEM activities/clubs planned into school and after school activities to engage learners in practical learning and support them to plan for their future</p> <p>Introduce 3rd language into primary to be included as part of IDL bundle review</p> <p>Widen training and development of good TLQ practice</p>	<p>ELT and Nursery Manager to lead. Time to meet needs to be planned and delivery time to staff scheduled into SWTA</p> <p>DHT (Curriculum/timetable) to lead with support of PTCs. Time through PTC and DLT meetings. Funding for resources may be required to establish any new courses (sponsorship?)</p> <p>DHTs (primary) to lead. Time scheduled into SWTA</p> <p>HT to lead. Library working group and gardening group to be established with the support of partners</p> <p>Primary PT to and PTC to lead. Liaison and support from partners. PEF funding to support any resources/trips/guest speakers etc</p> <p>DHTs (primary to lead). SWTA time identified and calendared for planning.</p> <p>Nursery manager, ISL member of staff to lead, supported by DHT (P1-3). SWTA time calendared and PEF resources allocated for any additional</p>

			materials/training/intervention etc
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