

SCHOOL IMPROVEMENT REPORT AND PLAN



PART ONE – Standards and Quality Report

School: Dochgarroch, Teanassie and Tomnacross Primary Schools

Head Teacher: Mrs Ruth Mackay (Acting)

Date submitted: June 2018

Context of the school Cluster:

Our school cluster comprises of three rural schools approximately 13 miles apart, Dochgarroch, with a role of 20 pupils in school and 5 in nursery, Teanassie, with a role of 40 pupils in school and 15 in the nursery and Tomnacross, with a role of 73 in the school and 32 in the nursery. We have an enthusiastic teaching staff and a committed support staff, all of whom bring a range of skills and strengths to the school. The Acting Head Teacher is supported by 3 Principal Teachers, one at each school.

Opportunities are provided to aid transition to our local secondary school, Charleston Academy, with a number of cluster activities through the year and a focus on P6/7 pupils who take part in an annual project which allows them to learn together and build relationships in preparation for Charleston.

Outdoor learning and creativity plays a large part in all three schools with the local estates and woodlands used to motivate many curricular areas.

There has been a focus recently in developing a planning, assessment, recording and reporting system which celebrates achievements and focuses on what the pupils are learning and their next steps. Pupil ownership is imperative and they are growing confidence in talking about their learning and next steps to peers, teachers and parents.

We focus relentlessly on ensuring that the quality of our learning and teaching is of the highest standard possible. We have seen recent improvements in the teaching, learning and achievement in maths and have developed our skills in the art of questioning to promote thinking. We regularly monitor teaching and learning, visiting classrooms across the cluster to share learning and monitor the improvements implemented. The cluster allows all staff, teaching, nursery and support to visit another school and build on their expertise, using a coaching and mentoring culture.

Over the past three years, improvement in attainment has very much focused on numeracy with very good results. The focus has now turned to reading and spelling. This year we focused our PEF money on raising attainment in reading. The impact of this intervention highlighted that reading comprehension had improved significantly for the children involved. Over the next year, we will now focus on developing reading skills (with a focus on phonological awareness) and creating a spelling rationale for the Cluster using Wrap-Around Spelling approach.

Pupils in the schools with additional support needs are very well supported in line with the Highland Practice Model. We work closely with other professionals and centres to provide the best learning environment for all pupils.

Around 30% of pupils have recognized additional support needs and around 15% of pupils are registered for free school meals. We were allocated £18,000 from the Pupil Equity Fund which we used to help raise attainment in reading across the Cluster.

School Vision, Values and Aims:

We work together as a cluster to aim high and ensure all pupils in our communities achieve the best they possibly can. Each of the schools in the cluster has worked with pupils and parents over the last year to review our values and aims. These can be seen in our curriculum rationale and designs. The values are noted below:

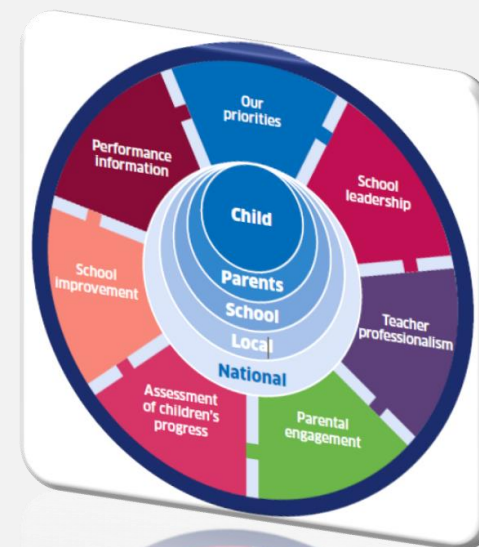
*In **Dochgarroch Primary** and nursery we nurture confident, skilful, happy and healthy children by providing a stimulating learning environment. All who work and learn in the school understand the value of being responsible, reliable and respectful to all in our school, community and the wider world.*

*At **Teanassie** we feel that we have a good quality of learning. We are supportive of one another and this creates a happy, stimulating and friendly environment that we can all enjoy. We like that our teachers are happy and caring, firm but fair, make lessons fun and have the patience to help us so that we are more independent in our learning. They know that we all learn in different ways and give us the opportunity to learn both indoors and out.*

*In **Tomnacross** we see our school as a place where everyone is listened to and their opinions valued. The adults think carefully about the things we need to know and how they are going to teach us in a fun and interesting way. The teachers treat and teach us as individuals. They know where we are in our learning and how to help us progress. Our school has good resources to deliver the curriculum, from sports equipment to the latest technologies (with adults that know how to use them), to prepare us for the world of the future. A clean, warm and friendly place, our school welcomes everyone. We are at the heart of our community and with our parents' support we shall build on the very good strengths we already have.*

Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	Collegiate activities as on collegiate calendar – 3 weekly CAT sessions and INSET days 3 weekly Staff Meetings at each school
Parents	<ul style="list-style-type: none"> • Parent Council meetings at each school every term– sharing of school improvements at start of session and regular updates in Head Teacher’s report through the year. • Updates in HT’s 3 weekly letter • P1 Information Sessions – June • Parent Learning Conversations twice a year • Parents Survey’s on 3.1 Ensuring wellbeing, equality and inclusion • Open afternoon – focusing on profiling • Parental Engagement Breakfasts – focusing on SIP Priorities • PEF engagement survey sent to all parents May 2018
Pupils	<ul style="list-style-type: none"> • Pupil Surveys carried out on 3.1 Ensuring Wellbeing, Equality and Inclusion • Sharing of priorities through whole school assemblies and focus group work – Spelling/Learning Meets
Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)	Community helpers are aware of our priorities through informal discussion + website. We have a range of volunteers for things such as: Dance Club Badminton Club J Rock
Other partners	<ul style="list-style-type: none"> • Education Psychology; SaLT; Primary Mental Health; CSW; BIEC; Clachbeg; • Active Schools Co-ordinator • Gillian Clarke – SDS/Careers Advisor - support with DYW plan
Associated Schools Group	HT ASG Meeting – Looking at ASG Priorities – 24 th April 2018 HT ASG Meeting – Creating DYW ASG Action Plan – 15 th May 2018



Full details of engagement activities can be found in the school’s self-evaluation records.

What have we done to close the attainment gap?

- As a staff, we have used data to identify pupils who may experience barriers to learning due to socio-economic factors. As a result we have planned appropriate and effective interventions to improve outcomes and raise achievement and attainment.
- Through Pupil Equity Funding, we have employed 2 part-time PSAs to support literacy skills. These have been invaluable appointments in promoting equity for all.
- Identified pupils working with our PSAs showed a significant improvement in their reading comprehension skills. For the 13 children who were receiving PSA intervention for reading, it can be concluded that:

Reading Accuracy – 4 out of 13 children had a better than expected increase in reading rate = 31%

Reading Rate – 6 out of 13 children had a better than expected increase in reading rate = 46%. Only 3 improved significantly.

Comprehension – 12 out of 13 children had better than expected increase in comprehension = 92%

This year we have been developing teacher confidence in making judgements on pupils' learning and to share standards further than our cluster. Sandra our QUAMSO and Kat both led sessions for staff on building confidence to ensure there is robust evidence that a level has been achieved.

What have we done to improve attainment, particularly in literacy and numeracy? (refer to specific projects and outcomes)

As a staff we have interrogated data to identify which children require support in Literacy and Numeracy. From this data we have been focusing on raising attainment in spelling and reading.

With our PEF money we focused on improving Reading skills. For the 13 children who were receiving PSA intervention for this, it can be concluded that:

Reading Accuracy – 4 out of 13 children had a better than expected increase in reading rate = 31%

Reading Rate – 6 out of 13 children had a better than expected increase in reading rate = 46%. Only 3 improved significantly.

Comprehension – 12 out of 13 children had better than expected increase in comprehension = 92%

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What have we done to improve children and young people's health and wellbeing? (refer to specific projects and outcomes)

All staff embraces the daily practice of emotional check-ins. This helps our children to think about their feelings and as the first step to emotional literacy. Every child is greeted and asked 'How are you today?' It makes them feel welcome and that they belong. It gives them chance to express how they are feeling and it gives staff the chance to notice children who are perhaps not too happy today.

All children across the Cluster take part in the Daily Mile to ensure physical well-being. Children are given 2 hours of PE a week as recommended by the Government.

P7 children have been trained in Resilient Kids. This will be rolled out from N to P6 next year. Some children have also been involved in Seasons For Growth to help support children with grief or loss.

The P7 children have demonstrated a growth in confidence in talking about their skills and aspirations – recent survey June 2018.

The SHANARRI wellbeing indicators are embedded within Childs Plans and this ensures that the health and wellbeing of the whole child is considered at every stage of the GIRFEC process.

Children are confident to talk about their learning and they enjoy sharing their successes. Children are given lots of opportunities to be successful at class, whole school and community level. Mostly all children recently surveyed achieved within and out-with school .

Through our "Developing a culture of creativity through pedagogy" project from last year, children and staff have been engaging with the skills of creativity. Skills such as problem solving and imagination have enabled children's confidence to grow and flourish in tasks.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

This year the P7s in the Cluster ASG undertook a DYW (Developing the Young Workforce) project. This was created in an in-depth action planner. The project focused on:

- Raising staff confidence in delivering a curriculum to develop the young workforce.
- Learners having an increased awareness of the skills for learning, life and work
- P7 pupils across the ASG having a clearer understanding of their current strengths, development needs and confidence to prepare for future employment.

P7 teachers took ownership of this project and were given time out of class to plan and prepare. The staff also rolled this out further across the whole school from Nursery to P6 and planned very successful DYW weeks involving Employment Speed Dating, dressing up as job aspirations and inviting employers into the schools to talk to children about skills for learning, life and work. Children in P7 completed Animal Me profiles which highlighted their skills for future jobs and post evaluation surveys highlighted that most children Strongly Agreed that they are now: *confident to talk about their ambitions and aspirations because they have presented information on a poster and completed my world of work activities; able to think of questions and use their listening and talking skills; able to use reading and writing to research skills needed for jobs that interested them; confident to discuss the skills and interests that came up on My World of Work with parents and families.*

The children also took part in a very successful DYW event at Charleston Academy where they undertook a range of different activities from a variety of local employers.

Staff and pupils across the school have an increased awareness of the skills for learning, life and work through our DYW week. This involved having many employers and visitors into the schools to talk about their jobs and skills. This was a great introduction to DYW for the children, staff and parents.

Our overall evaluation of the school's capacity for continuous improvement:

* We are confident in our capacity for continuous improvement

* We have some concerns about our capacity for continuous improvement

Comment:

We are happy with the progress we are making and very much looking forward to the year ahead.

QI 1.1 Self-evaluation for self-improvement	How would we evaluate this QI using the HGIOS?4/HGIOELC six-point scale? Choose one evaluation from the six options.		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?) FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN	How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION	What could we do now? What actions would move us forward? IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE
THEMES (HGIOS?4) <ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data 	<p>Self-evaluation is an on-going feature of our school life and at the core of our improvement plans. We protect time for self-evaluation activities in our Working Time Agreement as part of our collegiate time to allow for professional discussion to agree our next steps based on quality indicators.</p> <p>We provide opportunities to involve parents and children in our self-evaluation through surveys and discussions.</p> <p>We increasingly use data and attainment information to identify trends and plan interventions for improvement. There is professional dialogue between SMT, class teachers and ASNT about what children are doing well and what needs are to be met.</p>	<p>We have taken part in Moderation of writing as an ASG. This has helped to build teacher confidence in determining achievement of a level.</p> <p>We have sought Pupil and Parent views in the following ways: questionnaires, Self-evaluation breakfasts, PEF consultation sheets.</p> <p>Targeted Intervention for children requiring support for Literacy and Numeracy</p> <p>PEF Project targeting those children who require support with Literacy.</p>	<p>We now need to work on using a range of approaches to ensure all staff, parents, learners and other stakeholders are actively involved in on-going self-evaluation.</p> <p>We have systems to evaluate and monitor improvements but now need to plan more carefully how improvement in attainment can be more effectively measured.</p> <p>Continue to increase the use of data to inform improvement plans, focusing on gathering a range of data</p>

<ul style="list-style-type: none"> • Ensuring impact on learners' successes and achievements 	<p>We are very aware of barriers to learning and act to minimise these wherever possible.</p> <p>CPD opportunities and professional learning are closely linked to our improvement plan and teacher's personal development.</p>	<p>Robust Child Plan review process: 6 Monthly review of Child's Plans and involvement with parents and other agencies.</p> <p>All teachers/PSAs have engaged with CPD which has helped to deliver the outcomes of the SIP – creativity/spelling/literacy/moderation</p>	<p>and evidence in the schools and nurseries.</p>
<p>THEMES (HGIOELC?)</p> <ul style="list-style-type: none"> • Collaborative approaches to self-evaluation 	<p>The Cluster Nursery team work very effectively together to evaluate and plan for improvements.</p>	<p>Termly Cluster Meetings</p> <p>Individual Nursery Meetings with HT</p> <p>Minutes of meetings and actions</p> <p>Regular evaluation of QI's with Heather Hedderwick – Cluster Nursery lead</p>	<p>Gathering a range of data/evidence using the new Care Standards and HGIOELC.</p>
<ul style="list-style-type: none"> • Evidence-based improvement 	<p>At Cluster Nursery meetings we take time to share good practice and everyone is confident to do so.</p> <p>We involve all practitioners in gathering a range of information and evidence to document, assess and record children's progress which is manageable and appropriate. This includes focused observations of what children can do and relevant examples of</p>	<p>Play – informal observations from HT and Nursery lead</p> <p>Very positive EYSO visits</p> <p>Range of observations being gathered in all settings and shared at Cluster meetings</p> <p>Regular discussions of children's work, observation and progress within the Nursery teams.</p>	<p>Nursery Profiling - Learners Profiles – looking to engage with parents and pupils more, focusing on learning conversations and observations.</p>

<ul style="list-style-type: none"> • Ensuring impact of success for children and families 	<p>children's work.</p> <p>Continuous improvement, successes and achievements for children and families are vital to our setting's strategic direction.</p> <p>We ensure that high-quality learning through play is the central focus of our improvement planning.</p> <p>All of our plans and actions are directed at improving experiences and outcomes for children.</p> <p>We share these successes with stakeholders and partners and use them as a starting point for future improvements.</p>	<p>Child led, play based learning is embedded within all our nurseries.</p> <p>Children experience outdoor learning most days and use documents like lose parts to inform learning.</p> <p>Achievements are celebrated at assemblies, in profiles and with parents.</p>	
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<p>Q1 1.3 Leadership of change</p>	<p>How would we evaluate this QI using the HGIOS?4/HGIOELC six-point scale?</p>		<p>Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/></p>
	<p>How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?) FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN</p>	<p>How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION</p>	<p>What could we do now? What actions would move us forward? IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE</p>
<p>THEMES (HGIOS?4)</p> <ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement 	<p>Each School has developed a “What makes our school unique” rationale.</p> <p>Staff have worked together to begin to develop a Cluster Vision, Value and Aims.</p> <p>Outdoors, teamwork, welcoming schools, positive ethos, pupils aim high, nurtured and listened to</p> <p>Using Highland Council formats a clear and manageable strategic plan for improvement is set out over three years with in depth action plans made on an annual basis and reflected within an annual standards and quality report</p> <p>We have begun to involve parents more in planning for improvement.</p>	<p>Children, staff, parents and the community understand what makes each school unique.</p> <p>Cluster vision will all children and staff to have a clear focus</p> <p>School improvement plan and in depth plans</p> <p>Standards and Quality report (made available to parents and put on website)</p> <p>School Improvement Breakfasts Surveys</p>	<p>We now need to create a shared Cluster Vision, Values and Aims involving staff, parents, pupils and the community.</p> <p>We now need to look at a variety of ways we can involve parents in the planning of improvements and gathering of data and evidence. (see Action Plan 2)</p>

<p>Implementing improvement and change</p> <p>THEMES (HGIOELC?)</p> <ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the ELC setting and its community 	<p>All staff are committed to change and improvement for learners</p> <p>Time is protected for professional dialogue, collegiate learning and self-evaluation and this is built into the Collegiate Calendar.</p> <p>Plans for improvement are based on national and local priorities and evaluation through audits/questionnaires and reflection with staff, parents, partnerships in the community and pupils.</p> <p>Teachers are confident to lead projects within the school and cluster in creative and engaging ways.</p> <p>Staff work closely within our nursery cluster, sharing ideas and thoughts on child development and how we capture this.</p> <p>By working closely with parents/carers and partners we ensure the highest possible standards for all of our children.</p>	<p>PRD Process embedded within the school year. Teaching staff regularly reflect on and are committed to the shared values as embedded in the GTCS standards.</p> <p>Collegiate calendar</p> <p>Termly evaluation of learning and teaching and impact of developments</p> <p>Devolved leadership</p> <p>Collegiate and INSET agendas</p> <p>Peer/HT observation records</p> <p>Sharing of good practice at Cluster Nursery Meetings</p> <p>Parental views are positive Parents/carers are happy with the care provided</p>	
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<ul style="list-style-type: none"> • Strategic planning for continuous improvement • Implementing improvement and change 	<p>All nursery staff are reflective practitioners and are innovative and creative in their approach to planning.</p> <p>Creativity is valued and encouraged in our setting and our work.</p> <p>Successes and achievements are celebrated within our nurseries.</p> <p>All staff are familiar with the new care standards and as a cluster have planned how to engage with these: with parents and children.</p>	<p>Minutes from cluster nursery meetings</p> <p>Staff have begun to embed the care standards in planning and also begun to engage parents.</p>	<p>We now need to look at using different strategies to monitor and evaluate the impact of changes on outcomes for children and families and shape our future actions – through care plans.</p>
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QI 2.3 Learning, Teaching and Assessment	How would we evaluate this QI using the HGIOS?4/HGIOELC six-point scale? Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
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THEMES (HGIOS?4) <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching 	<p>Our children are motivated, eager and engaged in learning.</p> <p>There is positive ethos for learning. Pupils are motivated, engaged, mostly resilient and eager to learn.</p> <p>The children are appropriately challenged. Learning experiences are enjoyable and matched to the children's interests and needs.</p> <p>Our learners are confident and successful, children can confidently talk about what they have learned and the children in the upper stages are able to make their own next steps.</p> <p>Children have many opportunities to lead and plan for their learning and are given choices.</p>	<p>HT Observations/Pupil/Parent and Staff comments</p> <p>HT observations Visitors comments Parental Feedback</p> <p>Learners report that lessons are exciting and challenging. Most children talk positively about learning experiences indoors and outdoors.</p> <p>HT Observations, pupil feedback</p> <p>Recent Survey in May 2018 showed the percentage of pupils who strongly agreed that they are given <i>choices in their learning</i>.</p> <p>Dochgarroch – 81%</p>	<p>To fully embed children's ownership of planning learning, setting their own goals, success criteria and assessing their own progress with quality evidence being gathered within their personal profiles and shared with others through learning conversations.</p> <p>We now need to ensure that assessment is embedded within planning</p> <p>Now need to track learning across the 8 curricular areas.</p>

<ul style="list-style-type: none"> • Effective use of assessment 	<p>Most children strongly agree that they are involved in how to make the school better</p>	<p>Teanassie – 58% Tomnacross – 61%</p>	
	<p>All children are confident to talk about their learning profiles and the progress they have made.</p>	<p>HT discussions with children HT tracking observations of children show children know what they need to do to improve and how to get there.</p>	
	<p>Early years staff have been trained in emerging literacy. Phonological assessments are used across the cluster to identify gaps in learning and plan next steps.</p>	<p>Assessments identify where gaps in learning are and staff are aware of next steps for learners.</p>	<p>We now need to ensure emerging literacy is embedded within the Early Years curriculum and that staff receive refresher training.</p>
<ul style="list-style-type: none"> • Planning, tracking and monitoring 	<p>Opportunities are given for pupils to routinely work independently, taking responsibility for their own learning and they confidently undertake lead roles. In multi-composite classes this ensures learning is constantly taking place for all.</p>	<p>Planning Profiles Target setting Termly Evaluations</p>	
	<p>Children across the cluster take ownership of planning learning, in particular events and interdisciplinary learning.</p>	<p>Creativity projects this year Lunch time clubs Areas of research</p>	
<p>THEMES (HGIOELC?)</p> <ul style="list-style-type: none"> • Learning and engagement 	<p>Learning experiences extend and sustain children’s interest, help them make decisions and develop their creativity, resilience and</p>	<p>Child-led play based learning is embedded within the nurseries All children are encouraged to be</p>	

<ul style="list-style-type: none"> • Quality of interactions • Effective use of assessment • Planning, tracking and monitoring 	<p>independence very well.</p> <p>We have a very good understanding of child development and early learning pedagogy and skilfully put this into practice. We have warm, responsive relationships with all children.</p> <p>In our setting, practitioners know individual children very well as learners</p> <p>Practitioners use imaginative and appropriate ways to involve children in planning learning.</p>	<p>independent.</p> <p>Nursery EYPs take responsibility for their own professional development and regularly attend courses and keep up to date with current initiatives.</p> <p>Staff know where all children are in their learning and the use of personal care plans ensures that the needs of all children are met and understood.</p> <p>Floor Books Displays are interactive Daily Plan Books</p>	<p>We now need to ensure our observations are of high quality and can be used to make accurate judgements about the progress being made by children.</p>
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QI 3.1 Ensuring wellbeing, equality and inclusion	How would we evaluate this QI using the HGIOS?4/HGIOELC six-point scale? Excellent <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
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THEMES (HGIOS?4) <ul style="list-style-type: none"> Wellbeing 	<p>Most pupils feel safe, respected and happy in school</p> <p>Staff trained in the delivery of Resilient Kids</p> <p>All staff experienced in Child Plan meetings and working on actions</p> <p>Children are aware of rules to ensure a safe and happy school/rewards given for good manners/Dojos</p> <p>Ongoing development of DYW</p> <p>GTC standards discussed during annual review with HT</p>	<p>Recent survey showed that the pupils strongly agree that they feel respected in school: Doch , Tean, Tom 56% 92% 64%</p> <p>All P7 children have enjoyed the sessions and this has helped them with transition to S1.</p> <p>Staff regularly attend child plans meetings and actions are carefully monitored.</p> <p>Children are encouraging and inclusive of each other</p> <p>DYW was successful in P7 this year. All children are confident to discuss job aspirations and job skills.</p>	<p>Work towards become a Rights Respecting School</p> <p>Build resilience in our children</p> <p>Develop the understanding of SHANARRI and Equalities and Diversity policy with pupils –</p> <p>Track Learning in Health and Well-being</p> <p>see Action Plan 1</p>

<ul style="list-style-type: none"> • Fulfilment of statutory duties • Inclusion and equality 	<p>Health and Wellbeing is integrated in our 3 yearly curriculum plan</p> <p>Two hours of PE weekly</p> <p>Each class takes part in the Daily Mile and children and staff understand the importance of this</p> <p>ASN legislation followed to meet individual learning needs</p> <p>All 3 schools have an open door policy where all families, community members and partners working with the school feel welcomed and included. We have a culture of inclusion, participation and positive behaviour based on our values of being responsible, reliable and respectful. When appropriate and necessary staff have taken steps to help families to overcome obstacles and allow every learner to access success.</p>	<p>Health and wellbeing is part of our core curriculum and it is planned for effectively.</p> <p>Every child takes part in 2 hours of quality PE each week.</p> <p>Children see the importance of fitness as a means of keeping healthy. All children take part.</p> <p>Staged approach embedded within all 3 schools ASN teacher is supportive of all staff and parents</p> <p>Parents feel happy to come into school to discuss issues with staff.</p> <p>Parents are regularly invited in for different events at the schools: coffee mornings, breakfasts, family natters, ASN support, Dyslexia training.</p>	
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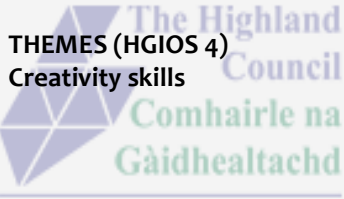
<p>THEMES (HGIOELC?)</p> <ul style="list-style-type: none"> • Wellbeing <ul style="list-style-type: none"> • Inclusion and equality 	<p>nurtured, included and have grown in confidence</p> <p>Everyone shares the responsibility for creating a positive and respectful ethos and we have a shared understanding of wellbeing. There is a strong sense of community, shared values and expectations.</p> <p>The nurseries actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. Children and families, practitioners and partners are treated with respect and in a fair and just manner</p>	<p>All nurseries are very welcoming and have an open door policy. Staff ensure parents and families feel welcome. Parents are given the opportunity to share concerns or give feedback in a variety of ways.</p> <p>We have strategies in place to support where there may be barriers to learning. Pupil Care Plans</p>	
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QI 3.2 Raising attainment and achievement/ Ensuring children's progress	How would we evaluate this QI using the HGIOS?4/HGIOELC six-point scale? Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?) FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN	How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION	What could we do now? What actions would move us forward? IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE
THEMES (HGIOS?4) <ul style="list-style-type: none"> Attainment in literacy and numeracy 	<p>Teachers are becoming more confident in making judgements on pupils' learning using evidence to demonstrate that a level has been achieved</p> <p>Most children are working at appropriate levels within curriculum for excellence</p> <p>Results of PEF intervention shows that attainment has significantly risen in reading comprehension this year.</p> <p>Most children strongly agree that they are given lots of opportunities to achieve and be successful.</p>	<p>Tracking Conversations with HT In-house training sessions led by Sandra – QUAMSO.</p> <p>Latest Assessment for Excellence results for P3/5/7:</p> <p>Dochg- 67% of pupils in reading and 67% maths Tean – 82% reading and 82% maths/ Tomn – 50% reading and 63% maths are achieving average or above average standardised scores.</p> <p>PEF data shows a 92% increase in reading comprehension attainment</p> <p>Survey May 2018 Discussions with children Class achievements linked with home</p>	<p>Ongoing – continuing to develop confidence especially with new teachers joining the cluster</p>

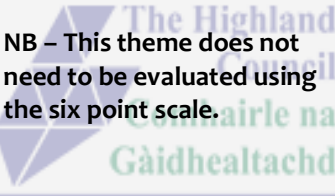
<ul style="list-style-type: none"> • Attainment over time 	<p>Emerging literacy strategies are being used to focus on individuals development and raise attainment in literacy.</p> <p>Teachers are confident to track learning and attainment in Literacy and Numeracy and robust systems are in place.</p> <p>Staff plan for assessment in the form of key assessment tasks and also in daily planning. Next steps are evident in jotters/children's work/profiles.</p>	<p>Phonological Awareness Assessments Diagnostic assessments for Numeracy</p> <p>Tracking meetings with teachers Achievement of a level – prof judgement Tracking embedded into planning</p> <p>X2 Key assessment tasks per term Assessment evident in planning Termly evaluations contain next steps</p>	<p>Focus on raising attainment in spelling, focusing on spelling in context (writing).</p> <p>Tracking attainment in the 8 curricular areas – ongoing</p> <p>To plan KATs with stage partners and to moderate assessments also becoming more confident with the moderation cycle .</p>
<ul style="list-style-type: none"> • Overall quality of learners' achievement 	<p>Mostly all children are given the opportunities for wider achievement.</p> <p>P7s are confident to talk about their skills and have recorded these in their learning profiles</p>	<ul style="list-style-type: none"> • May 2018 Wider Achievement Survey • After school clubs • Lunch time clubs • Assembly awards • Gala Days • Fun Runs • Inter-house Sports • Dancing • Badminton • Shinty • Orienteering <p>DYW Project Sharing profiles with parents HT speaking to children</p>	<p>Track children's achievement to ensure that no children are at risk of missing out on wider achievements. From achievement trackers – track the development of skills.</p> <p>After school clubs – track skills the children are developing.</p>

<ul style="list-style-type: none"> • Equity for all learners <p>THEMES (HGIOELC?)</p> <ul style="list-style-type: none"> • Progress in communication, early language, mathematics, health and wellbeing 	<p>Children are given responsibility and opportunities to lead within the school</p> <p>Attainment in Literacy and Numeracy for children in SIMD 1-3, Free School Meals and children in P1/4/7 who have not achieved expected levels is tracked and interventions are in place for these children.</p> <p>Staff have high expectations of all learners</p> <p>Nursery staff have made themselves aware of Highland Council's Emerging Literacy. The continuums allow staff to be confident in understanding the development of early language skills and help them to track where the children are aware of how to improve.</p> <p>There is a strong focus on health and wellbeing/literacy and</p>	<p>Survey to all P7 children/teachers</p> <p>Creativity Projects across the Cluster Planning sports days Leading assemblies Leading learning conversations with parents</p> <p>PEF Projects HT and Teacher discussions Risk Matric SEEMIS used to inform ASN teacher tracks progress using a robust system Parents and families are aware of interventions and how their children are progressing</p> <p>HT observations Parental Comments and feedback Feedback from professionals and other agencies</p> <p>Continuums are used to inform learning and progress</p> <p>Words Up Strategies are used across the cluster</p> <p>We effectively promote learning in a skilful way. We</p>	<p>Ongoing</p> <p>Ongoing</p>
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<ul style="list-style-type: none"> • Children’s progress over time • Overall quality of children’s achievement • Ensuring equity for all children 	<p>numeracy in all nurseries. This has a very positive impact on children’s learning and development.</p> <p>Nursery staff carefully track learning and share learning journeys with parents and families. The staff know the children well. Children are becoming increasingly confident and independent learners. Children are supported to make choices and talk about their learning.</p> <p>Children are given lots of opportunities to achieve in the nursery and outdoors. Successes are celebrated and children talk happily about what they have done well.</p> <p>All 3 nurseries are very inclusive. We have a range of diverse needs in the settings and all children are supported well. Families feel supported and included and staff go out of their way to ensure this happens. Meetings regularly take place to ensure transition from Nursery to P1 is smooth and parents, staff and professionals are all involved.</p>	<p>understand how young children develop early language skills and mathematical thinking. We apply this knowledge in our approach,</p> <p>Learning Journeys HT Observations</p> <p>Risky play is encouraged in all nurseries – outdoors Children could talk about jobs they liked in our DYW week</p> <p>EYSO Visits are positive and show children are included effectively.</p> <p>Nursery staff know families well and take time to talk formally and informally to parents with children with additional support needs.</p>	<p>Ongoing</p>
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ADDITIONAL QI 3.3 Increasing Creativity and Employability	How would we evaluate this QI using the HGIOS?4/HGIOELC six-point scale? Excellent <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?) FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN	How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION	What could we do now? What actions would move us forward? IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE
 <p>THEMES (HGIOS 4) Creativity skills</p>	<p>Creativity is embedded across learning in the Cluster from N to P7.</p> <p>Staff have an awareness of their own skill set and have a toolkit to further develop their pedagogy to ensure children:</p> <ul style="list-style-type: none"> • Have an enterprising attitude • Have an understanding of the 4 skills of curiosity, open mindedness, imagination and problem solving • Take the initiative and lead • Show evidence of critical thinking in new contexts <p>We work with a variety of partnerships to enhance our creativity skills.</p>	<ul style="list-style-type: none"> • Very positive PT Observations • School Projects • J-Rock Cluster Performance at Eden Court, Kodaly, DYW – Parents/Employers • PT Class Observations • HT Observations and talking to children/staff • Staff are confident to share their good practice. • The children were responsible for planning and designing their own creativity projects: Dochgarroch – Triathlon, Tomnacross – Gala Events, Teanassie – Wedding. • See partnership links in 2.7 	<p>We now to now enhance the curriculum with more modern and current technologies like Spheros and coding.</p> <p>Digital Literacy – working on staying safe online/threats for now and in the future – children of the 21st Century.</p> <p>Begin to embed the Careers Standard across the school and audit it.</p>

<p>Digital innovation Digital literacy</p> <p>Increasing employability skills</p>	<p>Children work together and individually to be creative with technology.</p> <p>We work in partnerships with parents and employers in the local area to allow the children to see the skills required for jobs of the future.</p>	<ul style="list-style-type: none"> • Digital Lunch Time Clubs • Technology Time for Golden Time <ul style="list-style-type: none"> • DYW Week across the Cluster from Nursery to P7 • Speed dating with parents and employers working alongside the school during the DYW weeks to enhance understanding of jobs • DYW event for P7s at Charleston 	<p>See Action Plan 4</p>
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<p>QI 2.2 Curriculum: Theme 3 Learning Pathways (HGIOS?4)/ Learning and Development Pathways (HGIOELC?)</p>	<p>How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?) FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN</p>	<p>How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION</p>	<p>What could we do now? What actions would move us forward? IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE</p>
<p> NB – This theme does not need to be evaluated using the six point scale.</p>	<p>From nursery to P7, planning of learning experiences is flexible, responsive to need and includes learners in the planning process. Our three year cyclical planning programme includes opportunities for inter disciplinary learning, real life contexts, enterprise, sustainability and health and well-being and is monitored and evaluated for impact. Staff have access to progression pathways and the benchmarks to aid progression and assessment</p>	<ul style="list-style-type: none"> • Children are given choices in their learning and help to plan next steps • 3 year cyclical planning programme with built in benchmarks as assessment focus • Example of yearly planning • Example of termly planning with focused areas for assessment highlighted • Examples of termly evaluation • Example of how we share planned learning with parents and pupils through the weekly letter. • Highland Council progression pathways 	<p>More sophisticated uses of technology and work with parents in education about 21st century children.</p> <p>Audit the Career standard and audit DYW across the cluster -</p>

	<p>The Early Years curriculum is firmly based on purposeful, active play, indoors and outdoors, is refreshed regularly and based on children leading learning through personal choice.</p> <p>Teachers use the NAR framework to plan challenging and engaging experiences for children. They demonstrate skills and knowledge learnt through meaningful contexts, experiences embed concepts, skills and knowledge over many aspects of the curriculum and are reflected in our rationale as playing a large part of the learning experiences of children.</p> <p>Outdoor learning is embedded within our curriculum and the teachers understand the importance of using the outdoor environment.</p>	<ul style="list-style-type: none"> • Nursery planning; story boards/ displays/ learning Journeys/ posts on website • learning wall • Learning Journeys <p>HT observations Feedback from parents and children</p> <ul style="list-style-type: none"> • All classes are outdoors for learning at least twice a week • Early Years outdoor play areas are used well and adapted accordingly. • In Dochgarroch Pr 4- 7, annually work towards a John Muir Award; Big 5 and John Muir award has been achieved by some in Teanassie • Work with partners such as Scottish Waterways, Jacobite Cruises, Abriachan Forest Trust, Aigas – community woodland; BIEC; ownership 	
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	<p>We structure our curriculum to ensure all children are able to fully access and engage with the curriculum. We plan creatively to meet all needs.</p> <p>Teachers plan confidently using the curriculum benchmarks and reflect on this planning to inform next steps. Teachers are confident to discuss benchmarks when deciding if a child has achieved a level.</p> <p>Staff and pupils are increasingly using digital technology to enhance the curriculum, both indoors and out.</p> <p>All staff are fully aware of the purpose of DYW and are starting to use the careers standard to plan for and reflect on learning.</p> <p>Each school has created its own</p>	<p>and care of pig/ hens</p> <ul style="list-style-type: none"> • Plan learning along with Abriachan Forest School/ BIEC/Glachbeg to allow concrete learning; working cooperatively through practical activities • Enhanced transition to Charleston Academy to ensure confident pupils • Staff training in resilient kids to meet the needs of individual pupils <ul style="list-style-type: none"> • Benchmarks are embedded within curricular planning for all areas of the curriculum. <ul style="list-style-type: none"> • Photos/videos and information posted regularly on the school blog • Use of Class Dojo in some classes • Children are confident to use ipads to create videos, take photos and to record learning. 	
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	unique curriculum vision and rationale involving staff, parents and pupils.		
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<p>QI 2.7 Partnerships – theme 3 Impact on Learners (HGIOS?4)/ Impact on Children and Families (HGIOELC?)</p>	<p>How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?) FOCUS ON IMPROVEMENTS FROM LAST YEAR’S IMPROVEMENT PLAN</p>	<p>How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION</p>	<p>What could we do now? What actions would move us forward? IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE</p>
<p>The development and promotion of partners</p> 	<p>We are working hard to improve our partnership with parents.</p>	<p>Parental Surveys: May 2018 Dochgarroch Teanassie Tomnacross</p> <p>The school provides lots of opportunities to be involved in your child’s learning. 83% 83% 58%</p> <p>There is good communication between home and school 50% 83% 58%</p> <p>I am given opportunities to participate in the life of the school. 67% 83% 67%</p> <p>My ideas and opinions are sought out and acted upon. 34% 83% 50%</p>	<p>Think of more ways to creatively engage parents/families in learning which has a positive impact on raising attainment in literacy and numeracy/HWB – ongoing</p>
<p>Collaborative learning and improvement</p>	<p>We engage with a wide range of enthusiasts and experts with whom we have developed ongoing and positive relationships which have</p>	<p>The local estate, local policeman, parents and friends of the school share their expertise - voice training; cooking; sewing; woodwork; school</p>	<p>Measure the impact of our partnerships on how they improve outcomes for learners by developing measurable evaluation formats –</p>

	<p>enriched the learning experiences of the children.</p>	<p>ground improvements; hay for the hens....</p> <p>Scottish Waterways – Stephen Wiseman, Heritage Officer, has shared his expertise of conservation, waterways, and wildlife through sustained projects, some culminating in John Muir Awards (pupils presented at this year’s John Muir AGM)</p> <p>Moniack Mhor Writers Centre – Annual P7 writers workshops (one being residential over 3 days)</p> <p>Jacobite Cruises – a recent partnership has been built as a new office has been sited near the school. The owner has given support to the children in understanding the running of her business e.g. coming in to answer questions on how it would be affected by Brexit. She is keen to cement relationships and develop a working partnership.</p> <p>Abriachan Forest School – We have had a long standing and productive partnership developing staff and pupils – groups and individuals.</p> <p>BIEC/ Glachbeg staff work in</p>	<p>ongoing</p>
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<p>Impact on learners</p>	<p>We work with a wide range of professional agencies to ensure the needs of our children with ASN are met effectively. We regularly review and plan next steps accordingly.</p> <p>As a cluster of three schools, partners jointly participate in school developments and share expertise. All partners have the opportunity to take a lead depending on their skill and interest.</p> <p>Booklets for each level on literacy and numeracy give parents strategies to help support their child/ren at home.</p> <p>Open mornings and afternoons allow for opportunities and learning conversations between parents, pupils and teachers have improved our reporting process and encouraged children to take</p>	<p>partnership with us to support ASN pupils</p> <p>Work with a variety of other professionals e.g. social work/ Vision Support Services/ SaLT/ Ed Psych/ school nurse/Mental Health/</p> <p>Robust Child Plan review process planned yearly</p> <p>3 Weekly HT Newsletter Weekly Class Letters Weekly School Letters Website and Blogs are updated regularly</p> <ul style="list-style-type: none"> • P1 Information Session for Parents • X2 Learning Conversations with Parents • Open Afternoon • Parental Breakfasts – focusing on School Improvement • Children lead the learning conversations • Children’s learners statements reflect their strengths across the curriculum 	<p>Further support parents with how to Support their child’s learning and development.</p>
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	<p>ownership of their learning</p> <p>Parents are informed of their children's learning in a variety of ways.</p>	<p>Weekly letter/blog updates informs parents and children of what's going on and in some classes a weekly letter shares what the learning will be that week. Noticeboard shows this in the nurseries. Parents can follow up at home.</p>	
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PART TWO – School Improvement Plan

Summary: Key School Improvement Priorities (add further rows if required). The priorities selected should be drawn from the possible improvement activities identified in the Standards and Quality Report. Your improvement priorities should encompass the Early Years Setting as well as the Primary School.

Improvement Priority Title	Relevant QI(s) and Theme(s)
<i>Increased Awareness of the Wellbeing Indicators in young people, parents and staff.</i>	1.1 Self-evaluation for self-improvement 2.4 Personalised Support 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<i>Improved family engagement to support children’s well-being through the development of family learning projects across the schools.</i>	2.5 Family Learning 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion
<i>Raising Attainment in Literacy – Spelling</i>	1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
<i>Increased awareness of DYW in young people, parents and staff.</i>	1.2 Leadership of Learning 3.3 Increasing creativity and employability 2.2 Curriculum

 Primary School

 Primary School and Early Years Settings

 Early Years Setting

In depth action plan #1

Improvement Priority title: Increased Awareness of the Wellbeing Indicators in young people, parents and staff.

Linked to QI/Theme: 3.1 Ensuring wellbeing and inclusion, 1.3 Leadership and Change, 1.4 Staff wellbeing and pastoral support

Linked to National Improvement Framework Priority (check all that apply):

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

Linked to National Improvement Drivers (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):

Pupils as learners will:

- Be aware of the wellbeing indicators
- Contribute to making positive changes to the ethos and environment within the school
- Have a working understanding of the wellbeing indicators
- Develop a growth mind-set

Parents as learners will:

- be supported to meet their child's needs
- Have a working understanding of the wellbeing indicators
- be given the opportunity to engage with aspects of the development of school policy related to HWB

Staff as learners will:

- Reflect on their own practice as a social, emotional leader
- Have a working understanding of the wellbeing indicators
- Work collegiately to develop and implement the HBW framework
- Show an understanding of the importance of pupils emotional wellbeing and how it links to their ability to learn

Success criteria (how will we know if the change has been an improvement?):

- Children, parents and staff will have an increased awareness of the indicators and how they can be used to support learning
- Reduction in the number of behaviour incidents in the playground
- Playground will be more positive
- Shanarri reflection will be used to support early identification of needs
- PSAs/Support staff will feel more confident and competent in dealing with behaviour
- Staff use language which supports pupils to regulate their feelings and behaviour
- Progressive framework will be implemented across the school
- Outdoor/indoor spaces will be used effectively to promote positive relationships and wellbeing

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

Quantitative data

- Children's individual tracking of the SHANARRI indicators
- Children's wellbeing questionnaire pre and post: *Myself as a Learner*
- Tracking of SHANARRI indicators through learning conversations and ASN implementations as applicable. Evident in Learners Profiles
- Daily Mile Tracking Data

People's views

- *HWB Learning Meets with HT*
- Self-evaluation with staff following course with Steve Holmes
- Engagement and feedback from parents: pre and post survey (ongoing)
- Parental Feedback from HWB Information evenings

Direct observations

- Classroom observations/Peer observations across the Cluster
- Tracking of emotional and mental well-being framework to be created
- *Visitors/partners to the school will complete a survey focusing on HWB*
- *Linked with PEF project – Family Learning across the Cluster*

Who will lead this? (detail of responsibilities and timescales)

- Children/teachers
- Teachers
- Teachers/ASN Teacher

- HT
- HT
- HT and PT
- HT and PT

- HT and Teachers
- HWB Teacher group from ASG
- HT
- HT/ASN Teacher

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)

Teacher Professionalism:

- Inset – 20th Aug 2018 – Tree of Knowledge (positive relationships)
- Inset – 20th February 2019 – HWB Tracking/SHANARRI
- Active Play with Steve Holmes – September Mon 17th - PSAs

CAT Sessions – 4 Collegiate sessions dedicated to the proprieties in this action planner:

- 5th September – Embedding SHANARRI in our learning and teaching – tracking/profiling
- 21st November – Sharing of good practice/ Lou Kinnear – Positive Relationships – staff CAT session
- 12th December – Growth Mindset
- 26th June -
- Eve Eadie – Mental Health Worker –x 1 staff session and sessions with the Cluster P7s
- Relaxed kids Training – Teachers and PSAs

Parental Engagement:

- Sharing Assemblies with parents/families
- SHANARRI Information Evenings/workshops for parents/families
- Health and well-being learning conversations using shanarri wheels
- SHANARRI wellbeing web in all profiles – updated termly in new colour
- Review Positive Behaviour and relationships policy

Assessment of children's progress:

- Stirling children's health and well-being survey – pupil and staff audit
- Pre and post shanarri learning conversations for children to inform area of need
- Tree of knowledge workshops: Who's in the driving seat/Who needs a cape? P4-7 classes.
- Develop the understanding of SHANARRI and Equalities and Diversity policy with pupils
- Targeted support given to the children who are not achieving the shanarri indicators – impact
- Resilient Kids rolled out across P1 to p4
- Playground leaders training – Dagmar Active Schools Coordinator
- Daily Mile – tracking data (linking to numeracy)

School Improvement:

- Create a Health and wellbeing tracker for emotional wellbeing
- Work towards become a Rights Respecting School
- **PEF Money – Enhancing the Curriculum for Learners to boost confidence and self-esteem**

Who will lead this? (detail of responsibilities and timescales)

- HTs
- Group of teachers from across the ASG to create H WB framework and tracking
- Teachers
- PSAs
- Growth Mindset – PT

- Class Teachers
- PT/HT
- Class Teachers
- Class Teachers
- Class Teachers

All staff

All staff

Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? Briefly mention any relevant points from your Pupil Equity Fund planning.)

- Health and wellbeing is a Scottish Government priority this fits well with closing the attainment gap and has been identified as a key need within the school.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- This priority should improve staff wellbeing and pupil wellbeing.

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils? If completing this box, make specific reference to the development of the key creativity skills of open-mindedness, problem-solving, curiosity and imagination)

- Children to lead aspects of the development through decision making skills.
- This priority will enable children to be open-minded to new ideas.

Expected resource needs (including costings if applicable): (Allocation of Pupil Equity Funding should be referenced briefly in this box, if appropriate)

- Steve Holmes to lead training session for PSAs - £2000 per school
- Tree of Knowledge – Staff Training and Cluster Training - £995
- Relax Kids - £50
- Nurture Training PT - £50
- PEF – see plan
- Education Scotland

In depth action plan #2

Improvement Priority title: **Increased family engagement to support children's well-being through development of family learning projects across the schools.**

Linked to QI/Theme: 2.5 Family Learning , 2.7 Partnerships , 3.1 Improving wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Linked to National Improvement Framework Priority (check all that apply):

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

Linked to National Improvement Drivers (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

What difference will it make for learners? (What impact do we expect to see? List specific expected outcomes):

Pupils as learners will:

- Be at the centre of planning for their progress and will be active participants in their learning and development
- Have frequent opportunities to discuss their learning with their parents, helping them to set appropriate next steps
- Take increasing responsibility to ensure they add value to their achievements through active participation in their local community
- Feel fully supported to do their best and achieve

Staff as learners will:

- Work with parents/carers to reduce potential barriers to engagement
- Be more understanding of family circumstance and be responsive to their needs
- Be more confident to creatively engage with parents
- Respond well to individual needs of pupils and parents and support their wellbeing

Parents as learners will:

- Be supported to actively and meaningfully engage in their children's learning and life at school
- Feel more confident and actively involved in their child's learning pathway
- Have opportunities and be invited to work with a range of partners and agencies to prepare and support them through changes and choices
- Have a shared understanding of their children's wellbeing and how to fully support them

Success criteria (how will we know if the change has been an improvement?):

Pupils:

- Will have the opportunities to achieve more in and out of school with support from parents – example Garden Club, Pupil Voice, etc
- Lead and demonstrate their learning to parents in various ways – Sharing Assemblies, Learning workshops, Family Breakfasts
- Have more opportunities to discuss their learning with their parents, helping them to set appropriate next steps – profiles, DOJO
- Understand their strengths and how to build on these

Staff:

- Be more confident to creatively engage with parents (profiles)
- Will be starting to develop more home learning approaches based on skills – linking to DYW
- Share good practice with parents through learning videos/newsletters

Parents:

- Will have increased opportunities to discuss and share their child's learning with staff members and their child through for example, information sessions and open days at suitable times (taking into account working parents)
- More parents will be engaging with their child's learning and the life of the school through for example, Family Natters, Class Dojo, Profiling
- Will feel more confident and knowledgeable about how to fully support their child's learning and development
- Increased awareness of Adverse Childhood Experiences and the protected characteristics

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

Quantitative Data:

- Homework audit – parents and pupils
- Homework policy/rationale – “home learning”
- Has attendance improved for some children as a result of family engagement?
- PEF Data – are parents and children more confident as a result of increased family learning?
- Tracking the number of parents/families engaging in events
- Activity planning and monitoring procedures

People’s Views:

- Parental Survey August– engaging families. What do parents want to be involved in?
- Questionnaire at start and end for parent/family confidence
- Pupil voice group – HGIOS4 – focusing on how to creatively engage parents in the year
- Staff questionnaires – how to involve parents – HGIOS 1.1, 2.5

Direct Observations:

- “How good is the learning and development in our community”
- QI – 2.5 Family Learning
- Engaging Parents and Families Toolkit
- Observations from HT/PT – engaging parents in learning

Who will lead this? (detail of responsibilities and timescales)

- TX PT
- HT
- HT across the Cluster
- PT
- All staff
- All staff

- HT
- HT
- HT to lead
- PT

- HT
- All staff
- All staff
- HT

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)

Teacher Professionalism:

- X3 staff meetings
- X 4 CATs – Rossie Stone – Dyslexia (Term 1)
- Create learning videos for parents to support learning – put onto website
- A Family Learning Policy – all stakeholders
- Visits to Family Hubs – Tarradale/Kinmylies

School Improvement:

- Include Family Learning Page on each school website – calendar, family natters, Open Sessions, Parentzone, important dates etc

Assessment of children's progress:

- Audit homework and plan for home learning opportunities – parent zone
- Track attendance for pupils with low attendance

Parental Engagement:

- Create a Family engagement calendar for the year - PEF funding to develop a wide range of parental engagement opportunities.
- Involve parents/families in the development of our Cluster Vision
- Survey all stakeholders – what do they want?
- Family Natters – setting up a family support group for parents/families with ASN children
- Family spaces created at each school (Family Learning Hubs)
- Incredible Years – Nursery settings
- Pupil Voice group set up in each school to look at how we creatively engage our parents
- Use the “Engaging parents and families a toolkit for practitioners” with all stakeholders to audit where we are
- Rossie Stone - work with parents/staff and children across the Cluster – on Dyslexia /Autism/Duchennes
- Children to deliver workshops for parents on the curriculum
- PEF Money - Target and work with families of ASN children and audit their confidence/emotional wellbeing over the year - SEE PEF PLAN
- 21st Century Parenting
- ACES Training/Protected Characteristics

Who will lead this? (detail of responsibilities and timescales)

- HT/PT/ASN Teacher

- PT – Donna Campbell

- PT – Donna Campbell

- All staff involved – PT to lead
- Parents/families
- HT – Pupil Voice Group
- PT/ASN Teacher

Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? Briefly mention any relevant points from your Pupil Equity Fund planning.)

- Teachers will be aware of the individuals and families they are working with and how to support them.
- PEF money will be spent on projects to engage families unique to each school

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Staff understand the development and pace of change is appropriate with time set aside – 1 INSET/ 4 CATs

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils? If completing this box, make specific reference to the development of the key creativity skills of open-mindedness, problem-solving, curiosity and imagination)

- Creative and Imaginative– All stakeholders planning creative and imaginative ways to engage with families
- Mindful – Being mindful of working parents and family circumstances
- Open-mindedness/Problem Solving – Working together for better outcomes for our learners

Expected resource needs (including costings if applicable): (Allocation of Pupil Equity Funding should be referenced briefly in this box, if appropriate)

- PEF money will be allocated to support approaches tailored to each school. Tomnacross – Family Learning Hub, Teanassie – Enhancing the wider curriculum, Dochgarroch – Workshops
- Expert visitors may have cost implications – [See PEF plan](#)
- Release PT to work on data/visit other Hubs

In depth action plan #3

Improvement Priority title: [Raised attainment in Spelling through improved assessment and feedback in context \(writing lessons\)](#)

Linked to QI/Theme: 2.2 – The Curriculum, 2.3 – Learning, Teaching and assessment, 3.1 Raising Attainment and achievement

Linked to National Improvement Framework Priority (check all that apply):

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

Linked to National Improvement Drivers (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):

Pupils as learners will:

- Have an improved spelling age
- Be able to spell more confidently using phonological awareness
- Be more confident to use strategies to spell unfamiliar words
- Have higher attainment in spelling and particularly spelling in writing contexts (applications)

Staff as learners will:

- Be confident to embed wrap around spelling in the classroom – pilot school
- Be able to track learners progress in spelling and next steps will be built into spelling and writing
- Be able to plan Spelling/Writing Key Assessment Tasks with spelling as a focus (moderate also)

Success criteria (how will we know if the change has been an improvement?):

- Attainment and achievement in spelling/writing will have risen
- Teachers will be confident and consistent in using the Wrap Around Spelling approach
- Teachers will be confident to track where children are in their spelling/reading and in where they are within a level
- Staff will confidently discuss , plan and moderate key assessment tasks in spelling/writing
- Sampling of work and planning will evidence high quality formative and summative assessment and feedback in reading/spelling.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Feedback to class teachers from learning visits with focus on Spelling – QIs, showing agreed next steps and areas for improvement
- Monitoring 2 children from each class across the Cluster to track spelling progress in a year
- Sample jotters / profiles /writing books
- Writing books have evidence of spelling next steps
- Class displays/ resources used / sample pupils` work and progress - HT
- Pupil focus group from selected stages to meet with HT to discuss learning and next steps.
- Discussion with CTs during 1:1 meetings regarding pupil attainment and progress - SMT
- Staff self-evaluation activities
- Robust spelling tracking in place using common words and Spelling Made Easy/Chonel
- Agreed standards of moderation with staff across the cluster
- Monitor progress of wrap around spelling – Jenny Wilson

Who will lead this? (detail of responsibilities and timescales)

- HT
- HT
- HT
- HT
- Class Teachers
- HT
- PT across cluster
- HT
- All staff
- All staff
- All staff

What exactly are we going to do?

- Review all resources available and interrogate data across school in spelling/writing levels to identify and agree on next steps – How are we doing?
- Train staff in “wrap around (WA) spelling” approach – pilot school
- Focus on skills /strategies in spelling
- Audit Homework and create a Spelling HW plan for the cluster
- Peer-observations across the cluster – focusing on spelling in context (writing)
- 3 collegiate sessions focusing on:
`What does a good spelling lesson look like/progression in spelling?’ 7 principles – application
Wrap around Spelling/Spelling Rationale
- Ensure PSAs have a good understanding of expectations in spelling/writing and are familiar with resources.
- Jenny Wilson to lead some twilight sessions for staff/staff to attend follow up WA training
- Look at ways to support our children with dyslexia across the cluster
- Discussion with individual teachers during termly 1:1 planning/tracking dialogue over the session
- Ongoing monitoring/learning visits / dialogue throughout session ongoing
- Use HIGIOS 4, `Taking a closer look at NAR` learning resource to evaluate progress.
- Learning Visits in Term 2 or 3 with HIGIOS 4 Qis focus

Who will lead this? (detail of responsibilities and timescales)

- All staff
- Roxanne to train and lead
- All staff
- All staff
- All staff will observe lessons across the cluster in Term 3
- All staff/Jenny Wilson

- Roxanne to lead PSA session
- Jenny Wilson
- Kim Lamont – ASN teacher
- HT and CTs
- All staff

- HT
- All Teachers

Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? Briefly mention any relevant points from your Pupil Equity Fund planning.)

- **Improving spelling and assessment in reading will include individual feedback to pupils ensuring that all are aware of their next steps and how to improve; giving extra learning support where needed to identified pupils.**

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- All development work undertaken by staff has been agreed within the Working Time Agreement

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils? If completing this box, make specific reference to the development of the key creativity skills of open-mindedness, problem-solving, curiosity and imagination)

- Developing pupils spelling and reading skills will help them become more articulate in their thinking and improve their skills for learning, life and work.

Expected resource needs (including costings if applicable): (Allocation of Pupil Equity Funding should be referenced briefly in this box, if appropriate)

- Education Scotland -Literacy
- HIGIOS 4- related QIs
- Wrap Around Spelling
- Sessions with Jenny Wilson
- HLP
- Principles and Practice papers /Benchmarks
- Collegiate time within Working Time Agreement

In depth action plan #4 - Charleston ASG – DYW

Improvement Priority title: **Increase awareness of DYW in young people, parents and staff, through**

Linked to QI/Theme:

- ❖ 3.3 – Increasing Creativity and Employability – across the whole school Nursery to P7
2.2 – The Curriculum
- ❖ 2.3 – Learning, Teaching and assessment

Linked to National Improvement Framework Priority (check all that apply):

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

Linked to National Improvement Drivers (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s Progress School Improvement
Performance Information

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):

- Develop skills for learning, life and work in all our young workforce
- All pupils across the ASG will have a clearer understanding of their current strengths, development needs and confidence to prepare for future employment.
- Increased confidence in all staff for delivering DYW in the curriculum
- Employers, parents, schools and further and higher education facilities will be partners to learners in providing positive destinations.

Success criteria (how will we know if the change has been an improvement?):

- Monitoring will show that skills for work will have more of a focus in the curriculum – introducing the Careers Standard from N to S6
- Connections and partnerships will have been made with local industries.
- All learners will have a DYW section in their profiles by the end of the year and are able to talk about their aspirations
- The curriculum takes into account skills for learning, life and work and pupils are offered experience of enterprise type topics
- Improved parental feedback on DYW skills
- Children have a focused learning conversation on DYW skills

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Progress of skills across the year for pupils on their understanding of DYW.
- Monitoring of skills for work evident across the school – skills termly in profiles
- Evidence of pupils' learning in Pupil Profiles.
- Moderation of an ASG for DYW profiles
- Inset Day – DYW skills training
- Successful DYW Transition week at Charleston – Week beginning May 6th May – Charleston Event on the 9th May

Who will lead this? (detail of responsibilities and timescales)

- Term 1 - P7 Teachers to meet once a term for half a day. First day is Wed 19th @ Teanassie Primary @1.30. PT to lead
- Term 2 - Thurs 8th Nov – 1.30 @ Teanassie
- Term 3 - P7 teachers to meet on Wed 27th Feb @ 2pm Teanassie
- Term 4 - P7 Teachers to meet at Teanassie April 23rd @ 2pm
- All CT to lead within own classes
- Inset – all N to P7 to plan a DYW KAT across the ASG

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)

- All Primary staff to meet on Monday 17th September INSET to revisit DYW work done 2017-2018 and plan rolling out across the school at all stages
- Staff to plan KAT in level groups
- DYW Home learning – developed across the Cluster
- All P7 teachers to meet on Wed 19th to plan for DYW event
- Continue to develop Pupil profiles for skills for learning, life and work
- Share examples of what's happening in Term 1 and Term 2 and moderate in Term 4.
- Parents and families to be invited into schools to share information about their jobs and skills
- All learners to engage with My WOW Live
- All P6/7's to attend the MyWow Live at Church Street
- Teachers will engage children and young people in meaningful discussions about their skills development and assist them with their career journeys
- Through professional learning and having access to up to date resources develop and maintain an awareness of the opportunities in the World of Work.
- Encourage diverse thinking in pupils and learners to consider a broader view of subject choices and career opportunities.
- Facilitate young people's learning in ability to engage with a rapidly developing landscape of work/career and learning opportunities
- Work in partnership with schools to support career education and share expertise and knowledge
- As key influencers, be more informed and equipped to discuss options with their child and offer support of making choices

Who will lead this? (detail of responsibilities and timescales)

Class Teachers

P7 Teachers

P7s to lead the P7 project

Parents

HT/SMT to oversee the project

Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? Briefly mention any relevant points from your Pupil Equity Fund planning.)

- DYW will begin to be embedded in profiles
- Children will be able to identify strengths
- There will be a focus on achievement of skills across the schools – assembly for example

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- We have already started to develop DYW across the schools and it was received very positively by staff, children and parents. This will allow staff to build on strengths and knowledge already in place.

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils? If completing this box, make specific reference to the development of the key creativity skills of open-mindedness, problem-solving, curiosity and imagination)

- Staff planning for creative ways to engage children in DYW projects
- Children asking creative questions about jobs and employment

Expected resource needs (including costings if applicable): (Allocation of Pupil Equity Funding should be referenced briefly in this box, if appropriate)

- P7 Teachers to use Millburn ASG Skills Project
- Careers Standard
- SE and reflection using the Careers Standard
- Supply for the P7 teachers x4 times in the year
- Use DYW funding to help teachers resource materials, transport, etc
- Purchase Sphero Kits and Kindles to roll out within the ASG (20 Spheros and 20 Kindles)
- Time at Inset to train teachers on digital technologies – Spheros

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