SCHOOL IMPROVEMENT REPORT AND PLAN

PART ONE – Standards and Quality Report

School: Aviemore Primary School, Nursery and Community Centre

Head Teacher: Mrs Wendy Holton

Date submitted: 8th June 2018

Context of the school:

Aviemore Primary School opened on its new site in August 2012 and is part of a Community building housing the School, Hall, Library and Service point, Fitness suite, Dance studio and Meeting room.

The 80 place Private Partner Centre on-site has transitioned over to Highland Council in August 2017 and is part of the Primary School. This provision includes nursery, breakfast club and out of school provision for all pupils.

There is a specialist provision on-site to accommodate the needs of nursery and primary aged learners with additional support needs within the Grantown and Kingussie associated school group areas.

The school catchment is the village of Aviemore and the surrounding rural area within the Cairngorms National Park. It has an internationally recognised ski resort and offers a large number and variety of indoor and outdoor activities. There is a strong record of conservation in the area and a diverse range of wildlife. Many businesses, which employ our family members, are seasonal and rely heavily on the tourist industry. All of these factors provide a rich and exciting context for learning.

The community consists of around 3000 people and offers a mixed range of housing.

The roll in August 2018 is anticipated to be 271 with the pupils organised in 11 classes. There is also Rainbow class (PR1) which provides additional support for children with severe and profound learning needs and The Bothy, which provides Nurture and emotional support for those who require it.

Aviemore Primary School has a very positive ethos and is currently working towards achieving the status of a Rights Respecting

School. We achieved our Silver Award in May 2018 giving the status of 'Rights Aware.'
We have a mixed staff group and quite a high turnaround of staff due to the locality and the abundance of opportunities that working in the Highlands brings.

School Vision, Values and Aims:
In Aviemore Primary School we are building an emotionally literate school where we are polite and respectful, value each other as individuals and are friendly and welcoming. We encourage and consider the opinions of others and promote fairness in all we do.
We aspire to become a learning community; continuously improving; celebrated for maximising achievement through providing quality experiences and by offering care and support to all.

Our Vision
To work together to achieve our best

Values and Aims
- To create an environment where everyone feels welcome, safe and valued.
- To provide opportunities to experience and learn from our unique local environment and expertise within the community.
- To promote the physical, social, spiritual, mental and emotional health and well-being of all.
- To ensure that we provide happy, motivating and enjoyable learning experiences and opportunities that support positive destinations for all.
- To work in partnership with parents and the wider community to maximise success.
- To ensure that children have the tools and resilience to meet the challenges of the modern technological world

Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	Review of Quality Improvement Report – May 9th 2018 Final Self –evaluation of SIP 17/18- 23rd May 2018 Discussion and development of SIP 18/19 Targets – 6th June 2018 Regular staff and stage meetings – see collegiate calendar
Parents	Annual Parental Questionnaire – June 2018 Parent Council Meeting - 6th June 2018
Pupils	Pupil Council Meeting – 8th June 2018
Other partners	Clare Blair (EYESO) consulted on Nursery Priorities.
Associated Schools Group	ASG meetings throughout year.
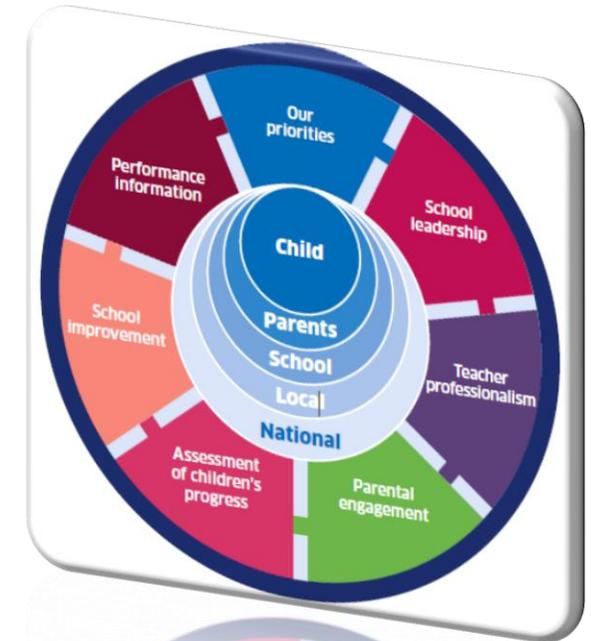
Full details of engagement activities can be found in the school's self-evaluation records.

What have we done to close the attainment gap?

We use data to be clear about pupils who may experience barriers to learning due to socio-economic factors.

We aim to deliver the highest quality of teaching and learning and a nurturing approach as key factors in addressing these barriers.

We had a visit from the Quality Improvement Team in November 2016 which was reviewed in May 2018 and are using the feedback to further develop our approaches to Learning and Teaching.

Three members of our teaching staff completed the Tapestry Training and they have been working collegiately with staff across the school to further develop our approaches to Learning Profiles to ensure that we are identifying and targeting individual learners and identifying those who require additional support/challenge. We are continuing to develop our approaches to Learner Profiles to recognise all aspects of achievement and further engage parents/carers in the process.

We have provided Emotional Literacy Support and Nurture to a range of pupils across the school community which has enabled them to be more successful at school and in the community in which they live.

We have started the journey towards achieving the Rights Respecting School Award and have been working with all stakeholders on increasing understanding of how to ensure we are an equitable and inclusive school.

We have provided a range of parent/carers workshops to promote engagement and understanding in areas relating to our Improvement Plan: STEM/Assessment/Home Learning and Outdoor Education.

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

- Early literacy developed through emerging literacy/developmental approach.
- Talk Boost resource purchased and staff trained to support listening and talking.
- New numeracy trackers used to ensure progress.
- Key assessment tasks developed in both areas to allow children to apply learning in a meaningful context.

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

Resilient Kids
Relax Kids training and delivery to whole nursery groups and targeted P1-3 groups.
Outdoor Learning
Emotional Literacy Groups

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations? (refer to specific projects and outcomes)

P5/6/7 Careers Evening
Visits from professionals/parents
Skills for Life, Learning and Work recorded in Learning Profiles.
World of Work website

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 have a monitoring cycle in place that works well. Staff welcome feedback from all stakeholders and show evidence of acting upon it. Staff are reflective in their practice: this is evidenced in via a variety of monitoring activities and in PRD discussions. Pupils, parents, staff and other stakeholders are part of the school improvement process. Time is scheduled on the collegiate calendar to allow for reflective discussions and the agreement of next steps. We are getting better at collecting and analysing data to ensure that we target pupil need accordingly; monitoring the impact via termly staff support meetings and stage meetings.

The Senior Management Team (SMT) meet on a regular basis to reflect on the monitoring cycle, consider the impact of changes made and to plan next steps.

SMT also meet with the ASN team to ensure that pupils with additional needs are identified quickly and to ensure that intervention takes place as early as possible.

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 ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak ☐ Unsatisfactory ☐
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
THEMES (*HGIOS?4*) • *Collaborative approaches to self-evaluation* • *Analysis and evaluation of intelligence and data* • *Ensuring impact on learners' successes and achievements* **THEMES (*HGIOELC?*)** • *Collaborative approaches to self-evaluation* • *Evidence-based improvement* • *Ensuring impact of success for children and families*	• All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. • Staff work effectively as part of a team and are open to sharing practice and supporting the development of one another. • Staff contribute to an interactive display to track progress towards meeting SIP priorities. • Forward plans are sufficiently detailed and demonstrate reflection and next steps. • We collect a range of data relating to pupil progress and carry out some analysis of it. • Learners are given timely and accurate feedback to support their development. • All learners engage in learning conversations with staff regularly to reflect on progress and identify next steps.	• There is a monitoring calendar in place that promotes the evaluation of learning and teaching; evidencing successes and informing next steps • Evidence of increased parental engagement through various surveys, workshops and open events. • Monitoring of Learning Profiles by SMT and QIO.	• We will regularly interrogate data, making use of digital technology to support this, in particular SNSA results. • We will further develop the links we have with ASG schools, Nurseries and other Specialist Provisions; actively seeking out and sharing good practice within and beyond the school. • We will further develop mechanisms to consult with stakeholders and will develop the ways in which we can evidence how their views have informed improvement.

QI 1.3 Leadership of change	How would we evaluate this QI using the *HGIOS?4/HGIOELC* six-point scale?		Excellent ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak ☐ Unsatisfactory ☐
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	**How do we know? What evidence do we have of positive impact on our learners?**	**What could we do now? What actions would move us forward?**
THEMES (*HGIOS?4*) • ***Developing a shared vision, values and aims relevant to the school and its community*** • ***Strategic planning for continuous improvement*** • ***Implementing improvement and change*** **THEMES (*HGIOELC?*)** • ***Developing a shared vision, values and aims relevant to the ELC setting and its community*** • ***Strategic planning for continuous improvement*** • ***Implementing improvement and change***	• Pupils, parents, staff and partners were all invited to create our vision, values and aims. • Our vision, values and aims are reviewed annually, taking into account current priorities. • Nursery Vision, Values and Aims have been developed in consultation with pupils, parents, staff and partners. • All staff have a good understanding of the social, economic and cultural context of our local community. • All staff have an understanding of the school's strengths and development needs. • All staff are committed to any changes that will bring about improvements for our learners. • Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. • Rights Respecting Schools – Silver Award achieved May 2018. • Nursery – successful transition from Partner Centre to Highland Council provision.	• Feedback from SMT class observations, jotter monitoring and forward plans • Feedback from annual parent/carer questionnaire • Staff contribute to the evaluation process through collegiate sessions and adding to the interactive display. • All contributions for Nursery Vision, Values and Aims collected and collated. • Remit document highlights opportunities for staff leadership at all levels. • Pupil groups lead change; ARC, Pupil Council, JRSO and Eco.	• Widen opportunities for the review and development of the school's vision, values and aims. • Continue to work towards the Rights Respecting School Award. (Gold) • Further increase opportunities for all stakeholders to be involved in school improvement review and target setting. • Streamline pupil group system to ensure links between initiatives. Link targets to SIP. • Continue to reflect on the pace of change and ensure that areas being developed are not rushed and that there is sufficient time given to enable these changes to become embedded. • Through strategic planning, ensure that the required resources are available to support change and improvement. Nursery – continue to develop Highland Council Policies and Procedures.

QI 2.3 Learning, Teaching and Assessment	How would we evaluate this QI using the *HGIOS?4/HGIOELC* six-point scale?	Excellent ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak ☐ Unsatisfactory ☐	
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	**How do we know? What evidence do we have of positive impact on our learners?**	**What could we do now? What actions would move us forward?**

THEMES (*HGIOS?4*)
• *Learning and engagement*
 	
• *Quality of teaching*
 	
• *Effective use of assessment*
 	
• *Planning, tracking and monitoring*
 	
THEMES (*HGIOELC?*)
• *Learning and engagement*
 	
• *Quality of interactions*
 	
• *Effective use of assessment*
 	
• *Planning, tracking and monitoring*
	• Learning environments across the school are nurturing and positive.
	• We recognise that all of our learners' achievements are important and are working to capture as wide a variety as possible.
	• Many pupils have leadership roles within the school and are part of pupil groups that represent and share the voice of their peers.
	• Planning is proportionate and identifies learning outcomes, relevant experiences and assessment findings, with next steps.
	• STEM focus to increase pupil motivation and engagement.
	• Assessment tasks are matched to the needs of the learner. These are planned and allow learners to apply learning in a meaningful context.
	• Learners have been encouraged to identify skills being developed in learning experiences and record in Learner Profiles.
	• Some staff have engaged in moderation activities.
	• Staff worked collegiately at ASG level to develop Key Assessment Tasks in STEM subjects.
		• Feedback from SMT class observations, jotter monitoring and forward plans
		• Feedback from annual parent/carer questionnaire
		• Benchmarks have been used in some curricular areas to support staff understanding of levels.
		• Additional planning documentation agreed upon to track pupil progress and ensure coverage across curricular areas.
		• Some parents engage with Open events and attend assemblies.
			• Continue to develop the school's nurturing ethos via:
			  - Vision, values and aims
			  - Rights Respecting Schools Award
			  - Promoting emotional literacy
			  - Positive Relationships policy
			  - Celebrating wider achievement
			  - Promoting Equality and Inclusion
			• Implement planning that enables staff to track learner's progress more effectively.
			• SMT Monitoring to focus on coverage of outcomes across curricular areas.
			• Continue to develop Learner Profiles.
			• Capture wider achievements more robustly.
			• Provide guidance for parents/carers on how to give relevant and meaningful feedback on key assessment tasks.
			• Continue to develop the ways in which we use data to identify priorities and target learning.
			• Develop creativity using digital technologies.
			• All staff to engage in moderation.
			• Nursery – develop observations to show pupil progress in key curricular areas.

	- Learners receive high-quality, accurate feedback through learning conversations which are recorded in Learning Profiles. - Learners identify relevant targets based on next steps. - Parents invited in termly to share learning. Parents also invited to weekly assemblies to celebrate success. - Nursery – all staff have received observation training from EYESO. - Nursery – all staff have received Floorbooks training from EYESO. - Nursery – staff have started to use Floorbooks to record children's learning.		Nursery – continue to develop Floorbooks to record children's interests and learning. Consider Learning Walls as an alternative to improve engagement.

QI 3.1 Ensuring wellbeing, equality and inclusion	How would we evaluate this QI using the *HGIOS?4/HGIOELC* six-point scale?		Excellent ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak ☐ Unsatisfactory ☐
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	**How do we know? What evidence do we have of positive impact on our learners?**	**What could we do now? What actions would move us forward?**
THEMES (*HGIOS?4*) • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality* **THEMES (*HGIOELC?*)** • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Our learning community has a shared awareness and developing understanding of children's rights. • Class charters and playground charters have been co-constructed with learners to improve relationships and ethos. • ARC Buddies have been introduced to the playground to support play and learning of younger children. • Pupil groups represent the views of all learners across a range of areas – RRS (ARC – Aviemore Rights Champions, Eco, Pupil Council, JRSO.) • Our Nurture facility (The Bothy) is used by learners across the school for various purposes. Emotional Literacy groups have focused on improving resilience, self-esteem and developing friendship skills. • Resilient Kids programme is delivered at P1, P3 and P7 and additionally this session for N4 children. Two more staff have received training. • A member of staff has received Relax Kids training and sessions have been delivered to all children in Nursery and targeted groups in P1-3. • P7 children have taken part in Safe Highlanders and further digital safety	• Rights Respecting Schools – Silver Award achieved May 2018. • Right of the Fortnight Certificates. • Pupil Council – Social Targets • Home Learning Grid promotes play and wellbeing. • Feedback from annual parent/carer questionnaire • Feedback from lesson monitoring	• Active Schools co-ordinator to train ARC Buddies to enhance skills. • Term 4 transition topic agreed for next session – 'Healthy Us' to focus on healthy body and healthy mind. • Develop growth mindset for all children. • Continue to develop Relax Kids Programme. • Consider investment in Be Mindful initiative to develop mindfulness amongst staff and learners. • Continue to develop the ways in which we use data to identify priorities and target learning. • Promote pupil and parent/carer understanding of the well-being indicators. • Continue to develop children's knowledgeable about equalities and inclusion. • Continue to promote the use of the outdoors to enhance positive relationships and wellbeing.

	inputs. • Outside agencies are invited in to school to improve wellbeing and awareness of safety, e.g Transport Police, SSPCA, Community Police Officer. • P6 children participated in Social enterprise activities to improve the wellbeing of others in the school and wider community. • Wellbeing whole school assembly was led by Andy McKechnie to promote growth mindset. • Child Plan meetings – effective use of My World Triangle. • Staff follow procedures to identify and support children with needs, including Form 1s and Behaviour Support Protocols. • Staff training on Equalities Policy and raised awareness protected characteristics. • Seasons for Growth Programme delivered by CSW with additional PSA now trained. • Pupils know that they are cared for and that support is available to help them through difficulties. • Staff have engaged positively with learning activities relating to equality and inclusion. • Pupils are beginning to extend their awareness of equalities and inclusion. • Some staff make good use of outdoor learning as a context to develop positive relationships and to promote well-being.		

QI 3.2 Raising attainment and achievementEnsuring children's progress	How would we evaluate this QI using the *HGIOS?4/HGIOELC* six-point scale?		Excellent ☐ Very Good ☐ Good ☐ Satisfactory ☒ Weak ☐ Unsatisfactory ☐
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
THEMES (HGIOS?4) • ***Attainment in literacy and numeracy*** • ***Attainment over time*** • ***Overall quality of learners' achievement*** • ***Equity for all learners*** **THEMES (HGIOELC?)** • ***Progress in communication, early language, mathematics, health and wellbeing*** • ***Children's progress over time*** • ***Overall quality of children's achievement*** • ***Ensuring equity for all children***	• Attainment levels in literacy and numeracy remain a focus of our priority planning. • We have been using and developing tracking systems in maths and literacy to enable the rate of progress to be monitored over time. • Learners are engaged in their learning and are developing the ability to talk about their aspirations and potential pathways. • Attendance levels are monitored regularly and families are encouraged to ensure that pupils are in school for the maximum possible time. • Exclusion rates are low and decreasing. There are programmes in place to support pupils who are at risk of exclusion	• Data – SPP and SNSA. • Evidence from monitoring of planning and tracking • Evidence from classroom observations • Evidence from attendance and punctuality monitoring • Feedback from parents/carers via annual survey • Learning profiles • Interim and end of year reports.	• Improve the ways in which we interrogate data, ensuring that it is used effectively to identify and target needs. • Continue to develop our social, emotional and behavioural support to increase self-esteem and further reduce exclusion and absence rates. • Continue to develop the ways in which we collect information about pupil achievement and how we increase parental involvement in this process. • Continue to work on the Developing Young Workforce agenda. • Continue to develop planning, tracking and staff skill levels in identified aspects of Literacy and Numeracy. Use some of our Pupil Equity Funding to target learners who have been identified as underachieving or at a disadvantage.

ADDITIONAL QI QI3.3 Increasing creativity and employability	How would we evaluate this QI using the *HGIOS?4/HGIOELC* six-point scale?		Excellent ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak ☐ Unsatisfactory ☐
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
THEMES **Please specify (include themes from *HGIOS?4* and *HGIOELC?* as in tables above for other QIs).**	• Learners are aware of the skills they are developing and how they might need/use these in the future. • Key assessment tasks allow children to apply skills in different contexts. • Learning and assessment tasks focus on learners' development of higher order thinking skills e.g Reading Task Maps. • All teachers are planning lessons which include skills for learning, life and work. • All classes have received visits from members of the community to share learning about jobs/skills e.g Rangers, Engineers, Hospitality, Retail. • Parent skills/experience database created by member of Parent Council to enable school to identify opportunities for parent engagement. • Developing the Young Workforce – P5-7 Careers Evening held where professionals showcased jobs and skills required. ASG schools invited. • School awarded Charles Brown	• Evidence from monitoring of planning and tracking • Evidence from classroom observations/monitoring. • Learning Profiles • Reflections from learners from Careers Evening. • RHET Award. • Pupil groups lead initiatives on Fundraising Calendar demonstrating creativity. • Parent workshops	• Young people will have more choice about the way digital technology can and should be used. • Young people will understand the importance of developing their own digital skills for learning, life and work. • Continue to involve parents/carers in sharing employability skills. • Increased consistency in the development of creativity across the school.

	trophy for engagement with RHET. • Learners access 'My World of Work' online resource. • Creativity skills are recognised, articulated and valued. • Gender imbalance in certain industries discussed and role models invited in to school. • Nursery – visits to police, fire station, bank, building site to develop awareness of jobs/roles within our community. • Nursery – involvement in school initiatives.		

QI 2.2 Curriculum: Theme 3 Learning Pathways (*HGIOS?4*) Learning and Development Pathways (*HGIOELC?*)	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
	• Staff contribute to the rationale, design and the ongoing development of the curriculum. • Everyone understands what the school is trying to achieve through its curriculum. • Staff are able to talk about how the unique features of the school community inform the design of the curriculum. • All staff and partners expect high levels of attainment and achievement for all learners. • Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact. • There is a clear focus on developing skills of literacy, numeracy, health and wellbeing in a progressive way across the curriculum.	• Curriculum rational document. • Evidence from monitoring of planning and tracking • Evidence from classroom observations • Pupil profiles, learning journeys and interim reports • Evidence from the monitoring of pupils' work	• A clear focus will continue on developing skills of literacy, Numeracy and health and wellbeing. The focus on creativity, digital and employability skills will increase. • We will begin to embed Learning for sustainability is across our curriculum. • Our curriculum will become more focused on developing the skills our young people need in the world of work. • We make our children and young people aware of a range of careers and the skills required for them. • We challenge gender stereotypes within careers.

QI 2.7 Partnerships – theme 3 Impact on Learners (*HGIOS?4*) Impact on Children and Families (*HGIOELC?*)	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?)	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
NB – This theme does not need to be evaluated using the six point scale. Remember to focus on parental involvement.	• The school understands and plays a significant role in the life of the local community. • The Parent Council ensure that parental views and complaints are acted upon in an effective and timely manner. • The school jointly plans and evaluates some shared projects with partners. • Feedback from partner organisations indicates strong and effective relationships with the school. • The school can demonstrate the impact of partnerships through improved outcomes for learners.	• Pupil profiles, learning journeys and interim reports • Evidence from the parent/carer annual survey • Evidence from the Enterprise and Fundraising Calendar and Assembly timetable • Evidence from parent council minutes	• Increase the involvement of parents and carers in shaping policy and services to improve impacts. • Further support parents/carers to actively engage in their children's learning, attainment and achievement. • Encourage a wider representation of parents/carers on the Parent Council. • Ensure community partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.

PART TWO – School Improvement Plan

Improvement Priority Title	Relevant QI(s) and Theme(s)
1. **Moderation, assessment and profiling.**	*HGIOS 4 QI2.3 Learning, Teaching and Assessment* • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring* *HGIOELC QI2.3 Learning, Teaching and Assessment* • *Learning and engagement* • *Quality of interactions* • *Effective use of assessment* • *Planning, tracking and monitoring*
2. **Learning for Sustainability.**	*HGIOS 4 QI3.2 Raising attainment and achievement* • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* *HGIOELC QI3.2 Securing Children's Progress* • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*
3. **Health and Wellbeing of school community.**	*HGIOS 4 QI3.1 Ensuring wellbeing, equality and inclusion* • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality* *HGIOELC QI3.1 Ensuring wellbeing, equality and inclusion* • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*

In depth action plan #1

Moderation/Assessment and Profiling
2.3 Learning, Teaching and Assessment

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

- ➢ **Improvement in attainment, particularly in literacy and numeracy** ☒

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

- ➢ **School Leadership** ☒ **Teacher Professionalism** ☒ **Parental Engagement** ☒ **Assessment of Children's Progress** ☒

What difference will it make for learners?

Planned assessment opportunities will increase pace and challenge for all learners. Next steps will be clearly evident and inform teaching and learning. Evidence gathered will ensure breadth and balance across curricular area and a focus on skills development and opportunities to apply learning in a different context. Pupil profiling will increase learner ownership and independence. Pupils will be engaged in creating learning targets and recognising achievement. Learning will be further supported by increased parental participation. Parents' participation will be enhanced through opportunities to participate in workshops and sharing of profiles throughout the year.

Moderation will enable staff to come to a shared understanding on the achievement of a level and ensure appropriate pace and challenge for all learners. Learners will have a clearer understanding of next steps and appropriate progress will be made.

Assessment will be more accurate and consistent across the school.

Success criteria:

Pupils as learners will:
- ➢ be able to articulate where they are in their learning, who they are in their learning and where they are going next, sharing this with their peers, their families and staff within the school.
- ➢ use the language of skills when reflecting on their learning.
- ➢ engage more effectively with their learning.

Staff as learners will:
- ➢ have a shared understanding on the achievement of a level.
- ➢ develop consistency of judgement.
- ➢ increase in confidence in assessment of pupil's learning.
- ➢ gather data and use appropriately.
- ➢ Identify and highlight pupil progress (nursery in particular)

What exactly are we going to do? (details of specific actions)	Who will lead this? (detail of responsibilities and timescales)
- Moderate termly focusing on Literacy, Numeracy, Health and Wellbeing and Key Assessment Tasks. - Create a bank of moderated tasks. - Create a bank of moderated evidence to inform achievement of a level. - Consolidate and continue to improve on Learning Profiles focusing on increased parental engagement and consistency in recording wider achievements. - Provide guidance for parents on how to give effective feedback to their child about their learning. - Nursery staff will focus on observations which highlight individual children's progress in the key curricular areas – literacy, numeracy and health and wellbeing.	Emma MacCallum (DHT) – end of Term 4 Rachael Blackhall (PT) – end of Term 4
Monitoring and evaluation procedures: - Family Engagement Evidence - Collegiate Session Evidence - SMT Monitoring – Planning Folder and subsequent discussions - Moderation of Key Assessment Tasks - Moderation of Literacy/Numeracy and Health and Wellbeing	**Who will lead this?** (detail of responsibilities and timescales) Emma MacCallum (DHT) – end of Term 4 Rachael Blackhall (PT) – end of Term 4

Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)

Wider achievements to be updated by staff as well as families.

Families to be given guidance on providing effective feedback.

SMT to monitor progress of children identified on Risk Matrix.

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

Adequate time built into collegiate calendar.

Collegiate approach and the development of a bank of moderated tasks should decrease workload.

EYESO to support nursery staff

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils?)

Key assessment tasks will ensure that children have an opportunity to demonstrate their learning in a variety of ways.

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

In depth action plan #2

Learning for Sustainability
Linked to QI/Theme: 3.2 Raising attainment and achievement HGIOELC 3.2 Securing children's progress
Linked to National Improvement Framework Priority (check any that apply)**:** ➢ **Improvement in children and young people's health and wellbeing** ☒ Linked to National Improvement Driver (check any that apply): ➢ **School Leadership** ☒   **Teacher Professionalism** ☒   **Parental Engagement** ☒   **Assessment of Children's Progress** ☒
What difference will it make for learners? **:** Equality of opportunity to experience Learning for Sustainability in the local environment. Opens lines of communication, discussion and promotes problem solving. There will be opportunities to excel in non-academic outdoor contexts, building confidence, resilience, independence and risk management. Develops a sense of place and environmental stewardship which fosters pride in what our area has to offer.
Success criteria (how will we know if the change has been an improvement?)**:** ➢ Every child will experience outdoor education once a term. ➢ Children will show awareness of Global Goals and can engage in discussion about local and global challenges. ➢ Staff will collaborate with less confident members being supported by more experienced teachers. ➢ Children will develop positive relationships with each other and adults. ➢ Observation in the outdoor environment will show an increase in skills such as confidence and resilience and participation. ➢ Children will show an interest in caring for the local environment caring for the local community. ➢ Nursery outdoor area will be developed to increase opportunities for learning in literacy and numeracy.

What exactly are we going to do? (detail of specific actions)	Who will lead this? (detail of responsibilities and timescales)
Survey of staff to identify strengths and areas for development. Create a policy for Learning for Sustainability. Two members of staff take part in the Global Learning Partnership project including a 4 week placement in Rwanda over the Summer break. Above staff to deliver CPD training for staff during inset days. Above staff to deliver assembly inputs for children. Create Rights Respecting School Gold Action Plan.	Amy Wilson (CT) Eilidh Menzies (CT) Rachael Blackhall (PT) Supported by Working Party
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?): • UNICEF will assess our progress and award our school with Gold Status (possibly 19/20) • SMT monitoring of forward plans.	**Who will lead this?** (detail of responsibilities and timescales) 1. Emma MacCallum (DHT) 2. Rachael Blackhall (PT)

Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)

Will allow children who find classroom environment challenging to excel and develop skills in a different context.

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

Adequate time built into collegiate calendar.

Working Party established to move project forward.

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils?)

Numerous opportunities to develop creativity and enterprise.

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

PEF Funding used to support Global Learning Partnership trip to Rwanda.

PEF funding used to deliver Forest Schools Training for 1 teacher.

In depth action plan #3

Health and wellbeing of school community
Linked to QI/Theme: 3.1 Ensuring wellbeing, equality and inclusion
Linked to National Improvement Framework Priority (check any that apply): ➢ **Improvement in attainment, particularly in literacy and numeracy** ☒ ➢ **Closing the attainment gap between the most and least disadvantaged children** ☒ **Linked to National Improvement Driver (check any that apply):** ➢ **School Leadership** ☒   **Teacher Professionalism** ☒   **Parental Engagement** ☒   **Assessment of Children's Progress** ☐
What difference will it make for learners? : Improved focus, concentration and emotional literacy for all. Less stress, anxiety and improved relationships between all stakeholders. Improved resilience, self-esteem and confidence leading to improved attainment for all.
Success criteria (how will we know if the change has been an improvement?): ➢ Improved wellbeing of children who are confident and resilient. ➢ Improved wellbeing of staff, with a manageable workload and positive staff morale.

What exactly are we going to do? (Detail of specific actions)	Who will lead this? (detail of responsibilities and timescales)
• Staff training on mindfulness. • Further delivery of Relax Kids programme • Further develop Emotional Literacy groups. • Continue to deliver Resilient Kids programme. Term 4 whole school topic – *Healthy Us* focusing on healthy body and healthy mind.	Sherrilee Kinsella (PT ASN) Emma MacCallum (DHT) Rachael Blackhall (PT) Eilidh Menzies (CT) Trisha Trolland (EYP)

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?): • Measure impact of emotional literacy groups through teacher and pupil feedback. • Consider use of 'Fit to Teach' app.	**Who will lead this?** (detail of responsibilities and timescales) Sherrilee Kinsella (PT ASN) Emma MacCallum (DHT) Rachael Blackhall (PT)

Equity implications:

SMT will use the Risk Matrix to identify children with needs in this area.

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

Staff may undertake CPD on a voluntary basis.

Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils?)

Opportunities throughout this project.

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

PEF funding used to train staff on mindfulness (Be Mindful) and Relax Kids. Possible further Emotional Literacy training for one member of staff. Consider outside agencies such as Steve Holmes to support active play. Consider trained counsellor for input with targeted pupils.

APPENDIX 1: Table for recording and reporting on progress with individual aspects of plans

(adapted from presentation by Craig Melrose, Development Officer – Scottish Attainment Challenge, Education Scotland)

IMPROVEMENT PLAN TITLE					
What data/evidence informs this priority?	OUTCOMES Detail targets, % etc for 18/19 and beyond	INTERVENTION(S)	EXPECTED IMPACT	MEASURES What ongoing information will demonstrate progress? (Qualitative, quantitative – short/medium/long term data	ACTUAL IMPACT

This table can be cut and pasted into a separate Word document. Use as many as you need to record progress with the plans. This table will correlate with the relevant boxes in the In-depth action plans – these tables would be your working documents to evidence progress with your SIP.

APPENDIX 2: Glossary of terms

Attainment	The measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.
Achievement	The totality of skills and attributes embedded within the four capacities of *Curriculum for Excellence* and developed across the curriculum in school and through learning in other contexts.
Creativity	The process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.
Closing the attainment gap	Working to reduce the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes.
Disadvantage	This is a term used to describe the extent to which children experience socio-economic barriers to their progress. It is commonly measured using the Scottish Index of Multiple Deprivation (SIMD), which was used to determine which schools received Scottish Attainment Challenge funding, or by considering Free School Meal entitlement, which was used to calculate Pupil Equity Funding allocations.
Equity	Treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.
Family learning	This is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Engagement with families is going to be crucial in addressing the equity gap.
Partners	Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries. GIRFEC partners are the professional partners you work with who help you to address the GIRFEC agenda (e.g. Educational Psychology service, CSWs, Speech and Language Therapy and so on.)
Pupil Equity Funding	The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. It is allocated on the basis of Free School Meal entitlement.
Safeguarding	This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
School community	This means all children and young people, staff, parents/carers, families and partners who are connected to the school.
Volunteers	This means everyone who contributes to the school's curriculum (in the widest sense) by offering activities and opportunities for children, but who are not employed to do this. Parents running after school clubs or school chaplains offering lunchtime drop-in sessions would be two examples of volunteers.