SCHOOL IMPROVEMENT REPORT AND PLAN

PART ONE – Standards and Quality Report

School: Deshar Primary School

Head Teacher: Rhona Bootle

Date submitted: June 2018

Context of the school:
Including some or all of the following: local contextual issues; Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority quality improvement visits etc.

Deshar Primary serves the area of Boat of Garten which is situated in the Cairngorm National Park. Deshar is a two-teacher school which is part of a cluster arrangement with Deshar Primary. The current roll of the school is 26 with 10 3-4 year olds who currently attend the morning only nursery within the school. The nursery class is now full and the school is seeking improvements to increase capacity.

The Parent Council are involved in the school's plans for continuous improvement and have supported the school's outdoor learning program through funding for the garden, playground and forest schools projects. They have provided significant funding for science and technology resources, the skiing and snowboarding program, bush craft event and visiting theatre groups. They have secured funding from the Tesco Bags for Life scheme for improvements to the nursery class and are now working in partnership with the Pupil Council to purchase new playground equipment and to further develop the school grounds. A new bicycle shed has recently been installed and this is encouraging children to travel to school by bike.

The school makes use of the local woods on a weekly basis to enhance outdoor learning opportunities. Forest Schools offers a great context for learning each week and venturing out of the classroom is motivating and exciting for children. As well as learning new skills children make connections with their local environment and ultimately take responsibility for it. The children have been working towards their John Muir Award and renewing their eco-school status.

Staff work effectively as a strong team across the two schools and in partnership with parents and other professionals to provide the best support for pupils. They know their children very well and are sensitive to the needs of individuals, ensuring equity for all learners. Staff are ambitious for pupils and strive for improved behaviour and attainment. Analysis of SNSA results and Achievement of a level data indicates a dip in attainment in numeracy and maths over the past year and this requires further analysis.

School Vision, Values and Aims:

Vision: Exploring and Learning Together

Values: Explore, Discover, Respect, Enjoy.

At Deshar Primary School we aim:

To be a happy, safe, secure and nurturing school.

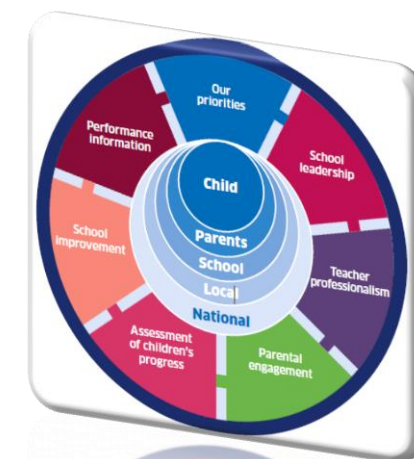To provide a broad, balanced, challenging and creative curriculum.

To encourage collaborative learning and provide opportunities for discovery and exploration through active participation.

To continue to build relationships with parents and the wider community and to develop a culture that respects inclusion and equality.

To respect and celebrate differences, giving children ownership of their life-long learning and skills.

Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	Collegiate meeting on SIP Skills groups on 22.8.17 Collegiate meeting on SIP Skills groups on 5.9.17 Collegiate meeting on SIP World of Work and Emergent Literacy on 19.9.17 Staff attended Emergent Literacy twilight sessions throughout the year Collegiate meeting on SIP Profiling and Reporting on 7.11.17 Collegiate meeting on moderation on 12.12.17 and 6.3.18 Collegiate meeting on SIP Profiling and Reporting 6.2.18 Collegiate meeting on SIP Active Play on 20.3.18 Collegiate meeting on SIP Review of vision, values and aims on 15.5.18 Collegiate meeting on SIP Leadership roles on 5.6.18 Staff session on self-evaluation of QI 2.1 on 19.6.17 Staff session of self-evaluation of QI 1.4 on 14.11.17 Staff session of self-evaluation of QI on 28.11.17 Staff session of self-evaluation of QI 2.4 on 30.1.18
Parents	Parent Council Meetings on 24.4.18 and on 21.6.18 Parent Information Afternoon on SIP on 5.12.18 Parent Information Evening on SIP 3.5.18
Pupils	Pupil Council meeting on 27.2.18 and 14.5.18
Volunteers working in school	
Other partners	HT meeting with GIRFEC partners about improvement priorities on 26.3.18 and 14.6.18 Steve Holmes - Active Outdoor Play
Associated Schools Group	e.g. ASG meetings on-going to look at ASG priorities

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 have developed a programme for our pupils to explore and develop skills that promote health and wellbeing and skills for learning, life and work. These groups provide increased opportunities for our most disadvantaged children and staff plan effectively to support the differing needs of learners across all stages. The main emphasis has been on building relationships, self-worth, respect for ourselves and others while building confidence, resilience and personal achievement. Our original PEF proposal was amended following consultation with pupils and parents. Our programme focuses on outdoor learning and active, creative skills including outdoor games, environmental art, sewing, cooking, board games, badminton, football, e-safety and blogging.

We have lunch activities for football, basketball, fit kids and gardening and offer children the opportunity to join after school clubs at Abernethy and Carrbridge Schools for shinty and football.

Personalisation and choice has placed children at the centre of learning. Pupils are engaged and motivated and as a consequence, behaviour is improving.

A Children's Support Worker has supported a pupil with ASD.

We have used data to track our pupils who experience barriers to learning and have planned interventions and targeted support accordingly.

Our EYP's, Primary 1-3 and Principal teacher have attended training in Emerging Literacy and children have benefited from new strategies and additional reading materials. New literacy and numeracy resources and board games have been purchased to reinforce learning, promote social skills, tolerance, turn-taking and resilience as well as higher order thinking skills and problem solving.

Progress in reading across all stages is evident from assessment data, however dips in numeracy are noted too and this requires further analysis.

What have we done to improve attainment, particularly in literacy and numeracy?

We are using assessment data to track progress in literacy and numeracy attainment more effectively.

Staff have been trained in Emergent Literacy and teaching approaches are becoming embedded in practice. Younger children and pupils with persistent literacy difficulties are developing the foundation skills required for early reading and writing, resulting in improved literacy attainment.

What have we done to improve children and young people's health and wellbeing?

Revised Pupil Equity Funding meant we could fund Active Outdoor Play sessions with Steve Holmes. This was chosen to support our PEF pupils, to promote health and wellbeing from early years and to complement our skills groups and programme for outdoor learning. Research shows active children benefit physically, socially, emotionally and cognitively. Our aim was to achieve increased levels of physical activity, physical literacy and improve attainment. Improvement in attainment may only be recognised in the longer term, but our observations already note increased levels of confidence and motivation, improved social interactions and relationships resulting in improved behaviour, especially in the playground.

As a result of these sessions, a partnership between the Pupil and Parent Council has led to significant investment in playground equipment and to further plans to develop the playground and outdoor learning program.

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

Our skills programme is developing skills for learning, life and work. (See above - attainment gap)

As a result pupils are demonstrating improved skills, motivation, confidence and resilience leading to increased engagement and improved attainment.

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 confident in our capacity for continuous improvement if staffing issues resolve to ensure continuity and stability for our pupils.

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*	• All staff are aware of self-evaluation as a continuous cycle for self and school improvement. • Staff work collaboratively at all levels and across the cluster. • Pupil and Parent Council contribute to school self-evaluation. • Teachers use benchmarks to inform achievement of level judgements. • Termly planning meetings are well established to track pupil progress and analyse performance data. • Learners are aware of next steps and can identify personal targets. • Staff have adopted a holistic whole school approach to improve children's health and wellbeing.	• Positive, inclusive school ethos. • Improvement in pupil behaviour, confidence and resilience. • On-going analysis of SPP, InCAS and SNSA data. • Emerging Literacy data - attainment in literacy improving. • Big writing assessments. • New planners include evidence of progression across levels. • On-going observations, pupil feedback and professional dialogue. • Improved health and wellbeing - pupils participating in the daily mile, active outdoor play and skills groups. • Wider opportunities offered for skills development at all levels.	• Establish a Parent Council Focus group to engage with the SIP/S&Q report. • Establish peer visits and Moderation within ASG. • Use Benchmarks for other curricular areas. • Analyse SNSA data in greater detail. • Agree a model for profiling and reporting. • Hold Parent Information evenings for profiling and reporting and numeracy. • Develop outdoor learning with numeracy and maths as an initial focus to provide real life contexts for learning. • Review Health and Wellbeing interventions.

THEMES (*HGIOELC?*)			
• *Collaborative approaches to self-evaluation* • *Evidence-based improvement* • *Ensuring impact of success for children and families*	• EYP's understand that self-evaluation is an important approach to reflect upon current practice. • EYP's use a wide range of approaches to engage and listen to the views of pupils. • We can show how pupil's views inform change and improvement. • We take into account local research and this enables us to make thoughtful changes to practice. • We work well with our stake holders and involve children and families in regular reviews of progress and learning.	• Self-evaluation calendar in place for the year. • SMT meetings and observations. • Evidence of child led learning. • Use of mind maps, circle time, talking Ted and news time. • Mud kitchen. • EYP's engaging in Emergent Literacy training. • Wider range of early literacy learning experiences. • Parents' evenings • Open door policy and soft start. • Stepping stones and My Learning Journeys. • Eden Court- dance and literacy workshops.	• Record evidence of self-evaluation using the agreed action plans. • EYPs to visit other settings within ASG to share good practice. • Sharing of emergent literacy resources. • Engage with my world outdoors and creative journey. • Set up a nursery blog to engage parents. • Plan for regular stay and play sessions. • Review nursery capacity and use of space. Apply to Care Commission for variation/computer suite.

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***	• Staff have high expectations and aspirations for all learners. • Staff are clear about the strengths of the school. • There is a strong sense of team-work and collective responsibility to the process of change. • Staff are reflective and have a clear rationale for change that ensures equity for all learners. • Staff have a good knowledge and understanding of the wider school community and this informs our vision, values and aims. • Parent Council actively support the school's plans for continuous improvement.	• The positive and welcoming ethos of the school. • Pupils are consulted and have choice in their learning. • Strong community links with partners and local community. • Active and supportive Parent Council. • Renewed vision, values and aims that reflect our school's core values. • On-going professional dialogue and CPD. • All staff engaging with CPD, Emergent Literacy and French.	• Embed Emerging Literacy-continue staff twilight sessions and words up training. • Link staff PRD to other school improvement priorities. • Establish peer visits and moderation within ASG. • Collate Parental Audit of Profiling and Reporting to parents. • Hold curricular workshops with a continuing focus on profiling and numeracy. • Review Skills groups. • Submit presentation for renewed Eco-Schools status.

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?**

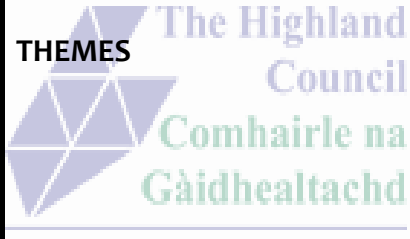| **THEMES (*HGIOS?4*)**
• ***Learning and engagement***
• ***Quality of teaching***
• ***Effective use of assessment***
• ***Planning, tracking and monitoring***

THEMES (*HGIOELC?*)
• ***Learning and engagement***
• ***Quality of interactions***
• ***Effective use of assessment***
• ***Planning, tracking and monitoring*** | • Staff are ambitious for pupils and have high expectations for attainment in literacy and numeracy.
• Staff provide creative learning experiences matched to learners needs and interests.
• Skilled questioning is used to promote curiosity and higher order thinking skills.
• Pupils understand the purpose of their learning and are well supported by staff.
• Assessment is integral to teaching and learning.
• We plan for progression and track attainment effectively. | • Positive interactions between staff and pupils.
• Motivated pupils engaged in their learning.
• More opportunities for Pupil Voice leading to wider contexts for learning and cross curricular themes.
• Eco-school work and Awards.
• Outdoor learning opportunities, Active Play and Skills groups.
• Analysis of SPP, InCAS and SNSA data.
• Emergent literacy records.
• BIG Writing assessments.
• Pupil feedback and self/peer assessments informing target setting. | • Embed Eco School work through inter-disciplinary learning, skills groups, outdoor learning and gardening project.
• Develop outdoor learning with numeracy and maths as a focus to provide real life contexts for learning.
• Finalise plans for on-going reporting and profiling and develop pupil learning journeys.
• Include benchmarks to other areas of the curriculum.
• Increase opportunities for moderation within ASG.
• Make use of technology for learning through Google Classroom, the roll out of Chrome Books and P4-7 visits to digital learning centre, Inverness. |

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*	• All members of the school community feel valued and respected. • Our children feel safe, healthy, nurtured and they are achieving consistently, especially in literacy and health and wellbeing. • Pupils feel supported to do their best. • Our Positive Behaviour Policy encourages and rewards good behaviour. • Staff engage with statutory requirements and codes of practice. • Staff adopt various strategies to remove potential barriers to learning.	• Supportive and positive staff/pupil interactions. • Good communication and positive relationships with parents and partners. • Confident, well behaved pupils engaged in their learning. • Pupil participation in wider school activities. • Weekly assemblies celebrate attainment and wider school achievements. • Contributions to Circle Time, Cool in School and Values Education. • On-going observations and professional dialogue. • Staff trained in Child Protection. • Pupils with ASN supported through elaborated curriculum.	• Continue weekly assemblies to reinforce positive behaviour and to celebrate attainment and achievements. • Celebrate and track wider achievements. • Include Health and Wellbeing benchmarks in new planners. • Complete annual update of Child Protection Training. • PSA to update Emergency First Aid training.

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 ☐ 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***	• We have raised attainment in literacy and numeracy for some of our pupils. • The attainment of most pupils has improved consistently over time. • Emerging Literacy strategies are embedded in practice. • A holistic approach ensures children feel nurtured and valued. • We celebrate attainment and the wider achievements of all pupils. • Outdoor education provides real life contexts for learning. • Interventions for equity focus on early identification of needs, social, emotional, health and wellbeing and inclusion.	• Summary of Pupil Performance (SPP) data. • SNSA data for P1, 4 and 7. • InCAS data for P3 and P5. • New planners show clear progressions over time. • Termly planning and tracking meetings. • Emerging Literacy data. • Phonics data. • Nursery Developmental Overviews. • Spelling and Big writing assessments. • Teejay Maths and HNP diagnostic assessments. • IDL and skills group planners. • Observations and pupil feedback. • Sampling pupils' work. • Pupil engagement in active play, skills groups, lunch and after school clubs.	• Robust analysis of numeracy assessment data • Focus on numeracy and outdoor learning for real life contexts. • Secure additional numeracy/maths resources • Develop Key Assessment Tasks for numeracy, literacy and health and wellbeing • Moderation of numeracy • Add Listening and Talking and Health and Wellbeing columns to school tracking system • Update ASN Policy to clarify roles and responsibilities • Roll out of chrome books and trialling digital profiles for P4-7

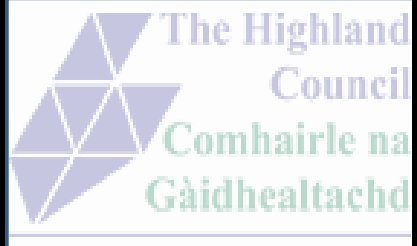| THEMES (HGIOELC?)			
• *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	• We have a clear focus on Health and Wellbeing. • Pupils are happy, settled and supported. • Early language and mathematical thinking is initiated by adults and pupils. • EYP's make on-going professional judgements about progress, learning and developments. • Parents and carers are well informed about children's progress. • We recognise and celebrate children's achievements. • We have a supportive and inclusive ethos.	• Focussed observations SMT • Progress recorded on individual developmental overviews. • Stepping stones and My Learning Journeys. • Play led learning across all curricular areas. • Safe, Strong and Free. • Resilient kids. • Daily outdoor learning. • A comprehensive transition programme. • Positive feedback from parents/carers.	• Adopt a formal approach to record learning and next steps. • Ensure My Learning Journey's show progression within Literacy, Numeracy, Health and Wellbeing. • Develop snack time to maximise learning opportunities. • Develop opportunities for numeracy in outdoor learning. • Hold regular stay and play sessions. • Promote parental engagement with nursery blog. • Seek written feedback from parents to inform next steps.

ADDITIONAL QI 2.4 Personalised support	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 • *Universal support* • *Targeted support* • *Removal of potential barriers to learning*	• A differentiated curriculum ensures pace and challenge for all learners. • Good use of tracking ensures early identification of needs. • Termly planning meetings ensure support is reviewed and targeted effectively. • Good communication with parents and key partners support improvements in attainment, particularly in literacy and emotional, health and wellbeing. • Well planned interventions lead to positive outcomes for children with ASN and those affected by financial hardship.	• Confident pupils engaged in learning. • Positive pupil interactions. • Pupil feedback and on-going observations and professional dialogue. • Strong partnership working. • Personalised and elaborated curriculums and timetables for pupils with ASN. • Analysis of SNSA and InCAS Data. • Review of Form 1's, IEP's and Child's Plans.	• Update ASN Policy and clarify roles and responsibilities. • Adopt a whole school approach to continuous Profiling and Reporting. • Encourage use of technology for learning through Google Classroom and the roll out of Chrome Books.

ADDITIONAL QI 1.4 Leadership and management of staff	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 The Highland Council Comhairle na Gàidhealtachd • Governance framework. • Building and sustaining a professional staff team. • Staff wellbeing and pastoral support.	• Leadership of our school is founded on key governance principles. • All staff are accountable for the school's performance, including children's progress and achievements. • We use effective recruitment and performance management procedures. • Staff actively engage in professional learning. • Staff development and collegiate meetings provide meaningful opportunities to learn from each other. • Staff feel empowered and motivated to take decisions and lead school improvements. • The culture and ethos of our school is positive and focused on the needs of all staff, partners and children.	• A welcoming and positive school ethos. • Pupils well supported and engaged in learning. • Strong staff team committed to the school's values and aims. • Staff are ambitious for children and strive for continuous progress and achievement. • Staff take part in annual professional reviews and professional developments are linked to the school's needs and improvement priorities. • Staff work collaboratively across the cluster and take part in peer class visits. • Staff and pupils feel valued and supported.	• Write an induction policy to support new staff. • Create a staff handbook of useful information and guidance. • Digital leadership training.

ADDITIONAL QI	How would we evaluate this QI using the *HGIOS?4/HGIOELC* six-point scale?		Excellent ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak ☐ Unsatisfactory ☐
QI2.1 Safeguarding and child protection	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 The Highland Council Comhairle na Gàidhealtachd • Arrangements for safeguarding, including child protection. • Arrangements to ensure wellbeing. • National guidance and legislation.	• We have clear and up to date policies and procedures in place for safeguarding and child protection. • Arrangements for making a safeguarding or child protection concern are well publicised and all staff are confident in responding to issues. • We use a variety of approaches to promote wellbeing, confidence and resilience across school life. • Our children feel safe and nurtured in school. • Adults understand indicators that may suggest a child is at risk. • Record keeping for safeguarding matters is maintained to high standards.	• Policy guidelines and relevant phone numbers are clearly displayed in the HT, school office and staffroom. • Child protection and safeguarding posters are clearly displayed on school noticeboards. • Lanyards are labelled to highlight the name of the school's child protection officer to visitors. • Staff have been trained in Child Protection and this is updated annually. • Pupils' contributions in Circle Time, Cool in School and Values Education. • Regular reviews and update of Child's plans and IEP's. • Pastoral notes on Seemis.	• HT to complete full Child Protection training. • Access HC safeguarding power-point to share with staff annually. • Complete 360 digital audit for whole school. • E-safeguarding information evening for parents. • PSA to update Emergency First Aid training.

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?
The Highland Council Comhairle na Gàidhealtachd	• Our curriculum provides learning pathways which have led to improvements in attainment. • Our curriculum is underpinned by a holistic whole school nurturing approach with an emphasis on improving children's health and wellbeing. • Outdoor learning experiences are embedded in the life of the school. • Our weekly skills groups provide opportunities for our most disadvantaged children to develop skills for learning, life and work. • Our new approach to homework offers more personalisation, choice and opportunities for creativity across the curriculum.	• Tracking information and assessment data. • Pupil engagement. • Elaborated curriculum for pupil with ASN. • Participation in Active Outdoor Play programme. PEF • Increase in use of school grounds and outdoor classroom for learning. • Pupil participation in The Rock Challenge. • Primary 7 working towards an award for voluntary work with Voluntary Action Badenoch & Strathspey. VABS. • Primary 6 and 7 joint residential trips with small schools in ASG. • Children taking part in a full week's transition to High School allowing them to participate in their Sports Day. • Pupil feedback, personal	• Robust analysis of numeracy assessment data • Focus on numeracy and outdoor learning for real life contexts. • Secure additional numeracy/maths resources. • Review and adjust Skills Groups to take account of Pupil Voice. • Continue the development of the school grounds as a context for inter-disciplinary learning. • Continue Active Outdoor Play sessions. • Introduce Google classroom and roll out of Chrome Books.

		projects, class talks and assemblies. • Partnership between Parent and Pupil Council to support on-going development of the school grounds. • Pupil participation in gardening club. • Pupil feedback and adjustments to Skills groups. • Creative and enterprising responses to homework tasks.	

QI 2.7 Partnerships – theme 3 Impact on Learners (*HGIOS?4*) Impact on Children & 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?
	• Our partnerships are based on a shared vision, values and aims. • We work together to plan, deliver, monitor and evaluate joint work. • Our strong partnerships and parental engagement have supported improvements in attainment.	• Pupil participation in Active Outdoor Play Programme. • Wider range of activities offered for weekly Skills Groups. • Active School's Co-ordinator supporting student in lunch time Fit Kids Club. • Increased pupil participation in lunch and after school clubs. • Wider variety of clubs on offer weekly… gardening fit kids, football and basketball. • Partnership between Parent and Pupil Council to support on-going development of the school grounds. • Partnership with RSPB Ranger supporting outdoor learning and development of school grounds. • Parent Council funding to secure touring productions	• Encourage parental engagement with on-going profiling and reporting. • Parent Council Focus Group to engage with school improvement planning. • Review and adjust Skills Groups to take account of Pupil Voice and parent skill set. • Continue Active Outdoor Play sessions.

		and musical workshops. • High turnout for parent evenings, afternoons, assemblies and shows. • New approach to homework offers more personalisation, choice and creativity and offers more opportunity for parental involvement. • Class blogs and facebook account provide regular up to date information for parents.	

PART TWO – School Improvement Plan

Improvement Priority Title	Relevant QI(s) and Theme(s)
Moving towards continuous Profiling and Reporting.	2.2 – The Curriculum 2.3 – Learning, teaching and assessment 2.4 – Personalised Support 2.6 – Transitions 2.7 - Partnerships
To promote effective learning, teaching, assessment and moderation in numeracy and maths in the Early Years Setting and Primary School.	1.3 – Leadership of change 2.3 – Learning, teaching and assessment 2.5 – Family learning 2.7 – Partnerships 3.2 – Raising attainment and achievement
Digital Literacy including Chromebook Rollout.	1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.3 Creativity & Employability

In depth action plan #1

Improvement Priority title: Moving towards continuous Profiling and Reporting

Linked to QI/Theme:

2.2 – The Curriculum

2.3 – Learning, teaching and assessment

2.4 – Personalised Support

2.6 – Transitions

2.7 - Partnerships

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 a profile which demonstrates 'Who I am in my learning?', 'Where I am in my learning?' and 'Where do I want to get to?'

Staff as learners will:

Understand the principles of continuous profiling and reporting through the curriculum, skills for learning, life and work, key assessment tasks and effective feedback and learning conversations.

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

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

Staff as learners will:

- Share each learner's progress with the learner and their families.
- Build key assessment tasks at the planning stage.
- Identify each learner's achievement through understanding the principles of the NAR Flowchart.
- Use learning conversations to support continuous dialogue between learner, teacher and family.

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?):	**Who will lead this?** (detail of responsibilities and timescales)
- HGIOS 4 Profiling and Reporting Audit Tool - Highland Council Profiling and Reporting Audit Tool - Family Engagement Evidence - Collegiate Session Evidence -Building Key Assessment Tasks -Effective feedback and learning conversations - Pupil sampling -Profiles; against the three questions 1) Who I am in my learning? 2) Where I am in my learning? 3) Where do I want to get to? -Learning Conversations - Planning discussions – evidence of E's and O's - Moderation of Key Assessment Tasks - QIO Sign-off Conversation	HT/Nina Speirs Term 1 Term 2 and Term 3 (27.11.18 and 12.3.19) On-going throughout 2018/2019 On-going throughout 2018/2019 QIO/HT - Term 4

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)	Who will lead this? (detail of responsibilities and timescales)
• Collate HGIOS 4 Profiling and Reporting Audits to highlight key action points.	HT/Nina Speirs
• Agree a profile format to encompass Highland Council's key ingredients for effective profiling and reporting.	**In Service days:**
	20/8/18
• Explore possibility of Chrome Books for on-going profiling and reporting.	20.2.18
	3.6.18
• Collegiate sessions to develop key assessment tasks at the planning stage.	**3 x Collegiate sessions** – throughout 2017/2018
• Collegiate sessions to develop learning conversations with learners, their families and staff.	11.9.18
	6.11.18
	12.2.19
	Family Engagement Calendar includes:
	-individual parent appointments 4.10.18
• Create and share Family Engagement Calendar.	-information afternoon/evening (27.11.19 and 12.3.19)
	-open evening 14.3.19
	-on-going reporting/sharing profiles throughout 2017/2018
• Liaise with Quality Improvement Officer re 'sign-off' to use summative report format.	QIO/HT

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.)

Staff work with parents and carers to reduce potential barriers to engagement and are responsive to family circumstances. Family engagement will be encouraged through a variety of approaches to ensure that no pupils experience disadvantage. Pupil profiles will be developed to include key assessment tasks, written feedback and learning conversations and these will be shared regularly between pupils, teachers and families. Parents' appointments and workshops will be held in the evening and afternoon and phone calls and flexible appointments will be offered to ensure all parents have the opportunity to attend.

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

Highland Council's approach to Continuous Profiling and Reporting is recognised as an effective model for Tackling Bureaucracy. The time previously allocated to end of year reports has been redesigned around the continuous profiling and reporting process, removing time burdens of lengthy end of year reports.

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)

Creativity will be encouraged through the completion of Key Assessment Tasks.

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

- Highland Council Profile and Reporting Support Resources
- One full day training for the school Profiling and Reporting lead
- Collegiate time within Working Time Agreement
- Family engagement
- Additional chrome books – PEF funding

In depth action plan #2

Improvement Priority title: To promote effective learning, teaching, assessment and moderation in numeracy and maths in the Early Years Setting and Primary School.
Linked to QI/Theme:
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):   • Consistent approaches to numeracy across all stages.   • Raised attainment in mathematics and numeracy across all stages.   • Pupils will receive high quality feedback.   • Pupils will develop an understanding of their learning and what they need to do to improve.
Success criteria (how will we know if the change has been an improvement?):   • Staff feel confident in the teaching of maths and numeracy.   • Staff have an understanding of what progression in Numeracy looks like and have strategies to identify and address gaps.   • Consistency of judgement across staff and schools of achievement of a level.   • Raised attainment in mathematics and numeracy across all stages.

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?): Evidence of raised attainment from SNSA, Achievement of a Level and Moderation data.	**Who will lead this?** (detail of responsibilities and timescales) HT and Staff On-going throughout 2018/2019

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)	Who will lead this? (detail of responsibilities and timescales)
- Analyse numeracy SNSA, SPP and Achievement of a level data. - Identify pupils at risk of under attainment. - Carry out further diagnostic assessments and plan interventions. - Engage with Highland Numeracy Progression. - Sign up to Highland Numeracy blog. - Review resources and purchase additional materials. - Arrange class visits across the cluster and ASG. - Familiarisation with benchmarks and on-going moderation of numeracy. - Focus on numeracy and outdoor learning for real life contexts. - Develop Key Assessment Tasks for numeracy. - Moderation of Key Assessment Tasks.	HT and Jonathan Marshall **In Service** – ASG moderation **2 x Collegiate sessions:** 20.11.18 29.1.19 **Termly** - planning and tracking attainment meetings. Additional Profiling and Reporting sessions to develop Key Assessment Tasks for Numeracy – on-going throughout 2018/2019

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.)

Differentiated and targeted support and resourcing will ensure equity for learners.

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

Offer reassurance through CPD program, numeracy blog, new resources, moderation, peer support and mentoring.

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)

Pupils help design and co-construct assessment tasks to show learning.

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

Cover for staff training/CPD Calendar

New numeracy planners and benchmarks

Highland Numeracy Progression

Highland Numeracy Blog

National Numeracy Hub

Moderation and Assessment/Achievement of a Level judgements

Diagnostic assessments

SNSA's and InCAS

PEF: Numicon, Education City, Sumdog

In depth action plan #3

Improvement Priority title: Digital Literacy including Chromebook Rollout

Linked to QI/Theme: 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 3.3 Creativity & Employability

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):
A re-defined, re-developed and cohesive S1 - S3 BGE Curriculum flowing from P7 and better preparing young people for the Senior Phase.

Success criteria (how will we know if the change has been an improvement?):
Pupils as learners will:
- Use digital technology responsibly to enhance their learning.

Parents as learners will:
- Understand the importance of digital technology in their child's learning.

Staff as learners will:
- Feel there is appropriate provision for Digital Technology.
- Use digital technology in lessons where appropriate.
- Feel confident knowing how and where to find digital resources to enhance learning and teaching?
- Understand how digital technology can enhance learning and teaching.

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?):	Who will lead this? (detail of responsibilities and timescales)
● All aspects of the success criteria will be tracked over the year. ● All staff will complete the Highland Council Teacher Baseline Assessment [Link: Baseline Assessment]	Hugh Cain

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)	Who will lead this? (detail of responsibilities and timescales)
- Key school staff attends authority training. (link: Training programme and training materials and Digital Teaching Resources) - Ensure staff are briefed on the Highland Council Digital Learning and Teaching Strategy and understand what this means for your school. - Update school learning and teaching policy to ensure that digital learning is integrated into our school philosophy. - Ensure all staff have G Suite Account log in details. - Ensure all staff are using Google Chrome for web browsing. - Key staff to explore new Technologies experiences and outcomes. - All staff will complete baseline assessment. (link to assessment) - Advise all staff to sign up for the Digital Learning Mailing list to keep up with announcements. - Review e-safety policy and practice. - Ensure that all staff have accessed and read key Chromebook documentation. (link: Teacher and School Leader Advice) - Start to engage with parents/carers and wider community (link: Parent & Carer section on website). - All staff encouraged to share good practice at staff meetings, department meetings and ASG meetings. - All staff encouraged to become Google Certified Educators (link: Google Certified Educators) - Decide on how devices will be distributed when delivered. -will devices stay in school for the first few weeks? -How will we promote safe and responsible use?	**Hugh Cain** **4 x Collegiate sessions:** **13.6.18** **22.1.19** **26.2.19** **30.4.19**

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.)

- By providing all learners in P6/7 with a device this intervention is specifically designed so that young people experiencing disadvantage will not be adversely impacted. We will however be mindful of the young people who do not have internet access at home and provide support if necessary.

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

This project and the development time associated with it has been built into the working time agreement for 2018/2019.

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)

Development of whole school specialisms in the creative use of digital technology (including moving image, animation, writing for the web, audio and coding).

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

- Time
- Chrome books
- Support from HQ Digital Learning Team for advice and extra training as required.
- PEF: Transport costs to visit Digital Learning Centre, Inverness.

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

Term	Definition
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.