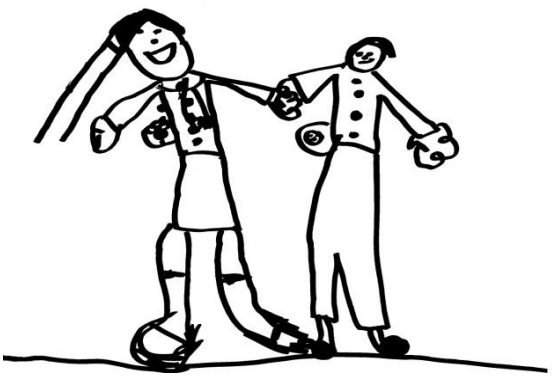
Cuiken Primary School

Standards and Quality Report 2015-2016 and School Improvement Plan 2016-2017



We strive to create an enjoyable and caring environment for learning and development in our community. We aim for excellence and celebrate diversity, inclusion and effort.

Introduction

Welcome to our Standards and Quality Report for Session 2015-2016 and School Improvement Plan 2016-2017. Within this document we highlight strengths in key areas of our work from 2015-2016 and share our priorities for the new session. We value the involvement and input of our stakeholders in evaluating impact and progress and in planning next steps. Stakeholders include learners, parents/carers, education division staff and the wider community.

Standards and Quality Report 2015-2016

How good is our leadership and approach to improvement?

1.1 Self-evaluation for self-improvement

Self-evaluation is integral to how we work within our community and is an on-going feature of school life. All staff understand the need to be outward and forward looking in their evaluation and improvement activities.

We continue to make effective use of research from Scotland and beyond to inform learning and development. Using the research base of John Hattie, we have used an increased variety of self-evaluation strategies to gather evidence about our progress. This information has ensured we prioritise the right things and make learning and improvement visible.

Central to this has been our continued focus on feedback where learners' voice has resulted in pupils taking greater responsibility for their own learning.

Collegiate activities have included peer observations of feedback within a variety of curricular areas. This has allowed staff to share good practice and plan next steps for their own learning. A range of data is gathered and tracked and staff have utilised opportunities to analyse and discuss summative assessment data, and to participate in moderation activities. These professional, reflective opportunities have supported improvement and changes to practice.

During weekly team meetings Learning Assistants meet with the Support for Learning Teacher to evaluate progress and this is impacting positively on outcomes for pupils.

We engaged in a Validated Self-Evaluation (VSE) visit. This provided an opportunity for us to focus on key aspects of learners' successes and achievements in Reading. Following the VSE staff were able to reflect positively on the experience and the evidence gathered allowed us to demonstrate improvement in outcomes for learners.

Priorities for Future Improvement:

- Develop a flexible self-evaluation calendar closely linked to our School Improvement Priorities and HGIOS 4.
- Further develop opportunities for personal and collegiate reflection, sharing of practice and moderation.
- Develop assessment frameworks/practices that support staff understanding of achievement of a level.
- Extend and improve the opportunities pupils, parents/carers, and other stakeholders have to support improvement by participating in a range of informal and formal evaluation activities.

1.2 Leadership of Learning

Staff are empowered to take steps to develop their leadership and this has improved the overall capacity of the school. All members of teaching staff have curricular responsibility. Teachers, Learning Assistants, and Childcare and Development Workers are keen to discuss, share and promote their learning with others developing leadership at all levels across the school team. All staff routinely engage in Career-Long Professional Learning (CLPL). Professional learning activities are linked to the results of self-evaluation and with our improvement priorities. This year, linked to our School Improvement Plan, this includes:

- Learning Assistants and Childcare & Development Workers attended Visible Learning Training Sessions, developing their understanding of the Visible Learning approaches and how these relate to their role.
- The Head Teacher and Depute Head Teacher attended 'Visible Learning into Action' which supported the gathering of evidence of progress and identification of future priorities.
- The Head Teacher attended the Visible Learning World Conference. Knowledge gained disseminated and fed into the Visible Learning Action Plan.
- Two members of staff have undertaken the two day 'Visible Learning for Teachers' and have implemented research into action projects in their classes as a result.
- Two members of staff in the early years attended an Edinburgh University course focussing on 'Supporting Young Children's Reading Acquisition and Development'. Focussing on the research discussed has allowed them to consider approaches and strategies to support reading effectively in the early years.
- Two members of staff have undertaken the Early Steps in Leadership Course.
- In preparation for undertaking the role of Senior, our Senior Childcare and Development Worker achieved Leadership and Management of the work of others, SCQF Level 7.
- A Learning Assistant achieved SVQ Social Service (Children and Young People), SCQF Level 6.
- Along with leads from other primaries in our Associated Schools Group (ASG), a teacher participated in the first part of training in Science with the Scottish Schools Education Research Centre (SSERC). The teacher will lead developments in this curricular area next session.
- Two teachers completed their Bikeability Training and along with parent/carers and community supporters took our Primary 6 children through their training. The impact of this training was highlighted through positive feedback received from camp leaders cycling with the children at Benmore.
- After completing the training required to be a Team Teach Trainer, a Learning Assistant has trained staff across Midlothian. Regular updates and refreshers as a staff team ensure we support our vulnerable children effectively.
- To further develop knowledge and understanding of Learning for Sustainability, a teacher has participated in training with the University of Edinburgh and the British Council – Connecting Classrooms. They have also continued to participate in a Scotdec Cross European Group looking at Global Citizenship. This knowledge has shaped the learning experiences of the children in Primary 6 and they demonstrate a good understanding of their rights and responsibilities within the school, local and wider community. The teacher will support Learning for Sustainability across the school next session as part of working towards GTCS Professional Recognition in Sustainability.
- After presenting at the Scottish Learning Festival to share our work within the 'Better Eating, Better Learning Project', a teacher has further developed their capacity to support growing and eating by attending training with the Royal Horticultural Society and running a gardening club.
- Supported by the ICT Team a teacher worked with Primary 6 to develop the use of GLOW. This created greater scope for engaging in quality dialogue with children about their learning and next steps.
- Ten teachers from our team have now completed training in understanding the Stages of Early Arithmetical Learning (SEAL). Implementing this knowledge to raise attainment in Numeracy and Maths will continue to part of our priorities for next session.
- A teacher has engaged with the 1+2 Development Officer and Language Assistant to support the development of French across the school. She has planned a variety of approaches including drop-ins and peer buddies to take this forward further next year.
- To develop understandings of Formative Assessment, five members of teaching staff attended a day of training with Shirley Clarke. This related closely to our developments in feedback.

There are a range of opportunities for children to take responsibility for their own learning, successes and achievements. A focus on feedback has ensured learners regularly engage in dialogue with others about their learning and progress and use this to set themselves clear targets and next steps.

Working with the Depute Head Teacher, our newly established Learning Council has begun to take on areas of responsibility focussing this session on 'Better Eating Better Learning' and Eco. Their role will be developed further next session.

Priorities for Future Improvement

- To disseminate knowledge and skills from CLPL to effectively impact on learners by providing better planned opportunities for staff to share and collaborate with others.
- Evaluate current opportunities for pupils to have leadership roles across the school and identify changes/improvements.

1.3 Leadership of change

All staff are committed to change which results in improvement for learners and have high expectations. They are clear on the school strengths and the areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. Senior leaders create conditions to support creativity, innovation and enquiry. Staff regularly reflect on and show commitment to, the shared values as embedded in the GTCS standards. Practitioner enquiry forms a feature of continuous improvement. Staff have systematic opportunities to review and refresh pedagogical practice. Staff are involved in regular collegiate planning, professional dialogue and moderation.

In looking outwards we have established links with primary school colleagues within and outwith Midlothian to share and develop practice.

Parents/carers welcome opportunities such as Shared Starts, curriculum evenings and class assemblies to find out more about learning at Cuiken and to contribute to our plans for continuous improvement. We need to encourage this in different and innovative ways.

I liked showing my Daddy how I learn in the atrium.

Emily P1

I like it when my Mum and Dad come and I make things with them.

Abbie P1

Through more detailed and collaborative analysis of data and information, staff have an improved understanding of the social, economic and cultural context of the local community and are aware of associated current educational policy. All staff attended Wellbeing Training and evaluations demonstrated an impact on their understanding. They use this knowledge well to support individuals and families, identify improvement priorities and to shape the vision for our school.

Priorities for Further Improvement

- To more fully involve pupils, parents/carers and partners in the creation and on-going review of the vision, aims and values of the school.

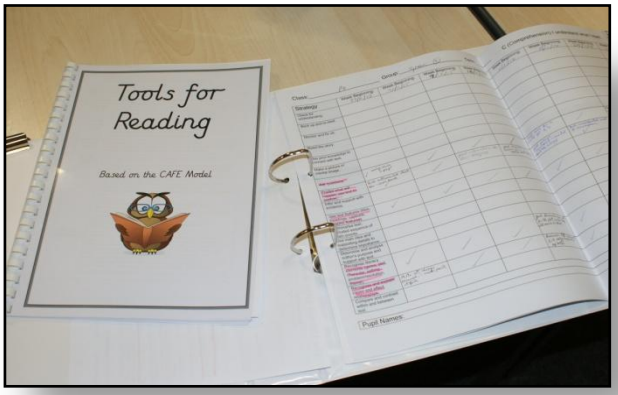
How good is the quality of the care and education we offer?

2.2 Curriculum

School improvement through the session has been closely linked to developing the vision and rationale for our curriculum.

In Literacy and English we have focused on improving the teaching of specific reading skills and strategies.

Use of the CAFÉ approach (Comprehension, Accuracy, Fluency, Expanding Vocabulary) to explicitly teach reading strategies has improved the children's knowledge of specific areas of focus, improved the quality of feedback and helped children identify their next steps with the adult. Staff are developing recording and tracking procedures.



Use of active reading strategies engage children in guided sessions. Collaborative learning underpins all aspects of questioning and discussion about texts. A class 'Reading Toolkit' has supported teachers in resourcing these activities.

The library has recently been extended and includes; books on CD (Calibre), high interest/low reading age texts, graphic novels, class sets, books in Scots, books in French. This continues to require development but children have valued having input and respond well to the increase in quality of texts.

> I like our library because there is a big choice of books.
>
> Josh P5

> This year reading has been one of our main topics. Everyone has been improving, trying their hardest and working towards targets.
>
> Megan P5

Accelerated Reader (AR), continues to encourage personalisation and choice and reading for enjoyment. Staff this session have more fully engaged with the available data on an on-going basis to track children's progress, support them in setting their own goals and to ensure the right levels of support and challenge. Reading for enjoyment is further supported by a 'Books at Break' club.

> In reading I think I have improved my fluency in P7. I have worked very hard on it.
>
> L P7

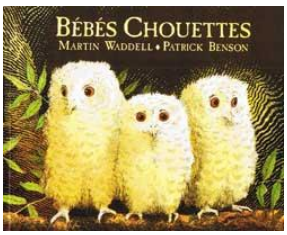
> I think AR is a good way to end the day by relaxing, winding down and enjoying a story.
>
> Megan P4

The Read, Write Inc. spelling programme has been piloted at Primary 4. 63% of the learners demonstrated an improvement in their standardised score between August 2015 and June 2016 and 20% maintained their standardised score. 17% of the children's standardised scores showed a slight decrease, closer analysis of the children's spelling knowledge highlighted spelling rules/patterns that require consolidation before moving forwards. All children have engaged well and can reflect positively on the progress they have made.

> I know that my spelling has improved; I can tell when I am writing stories.
>
> Freya P4

> We like the challenge of trying to remember and use all the spelling rules.
>
> Keira and Mia P4

The further development of the Stages of Arithmetical Learning (SEAL) has allowed learners across the school to access meaningful learning experiences which provide opportunities for breadth, challenge and application. This is supporting the development of early numeracy and maths skills. A Numeracy and Maths Curriculum evening was well attended by families and feedback demonstrated that they had gained a better understanding of mathematical development and progression



Learners from Primary 1-7 access engaging learning experiences which support the development of knowledge and skills in French. Staff and pupils have been supported by our Midlothian Development Officer and a Language Assistant. We have developed a children's story collection in French and children have enjoyed listening to and reading well known tales.

It is fun when we do French. We learn lots of words and songs. It is one of my favourite things. My favourite parts were learning colours and numbers.

Ossian P3

I enjoyed it when Megan, our French Assistant came in. She taught us how to speak French. We built a French Town and learned the different words for all the people and places in the town.

Finlay P5

I enjoy French. We learn numbers, colours and how so say hello and goodbye. We are learning to tell the time because we are doing that in Maths.

Gregor P2/3

We continue to make links and extend curricular learning outdoors. In addition to Primary 6 and 7 attending camp at Benmore and Primary 7 at Netherurd, active schools and outdoor learning have also supported at different stages. Children in Nursery, Primary 1 and a mainstream/Provision group have benefitted from the nurturing experiences of Nature Play where they have worked together, solved problems, met personal challenges and learnt about the local environment. The Nursery have extended play outdoors through den building and the mud kitchen.

Through gardening activities in the Provision and through the gardening club with runs through 'Together Time' learners are developing their understanding of where food comes from and how it is produced, the school kitchen is supplied with home grown foods and vegetables and this support learners' understanding of their role in conserving resources, food waste and recycling.

The Learning Council and Eco Group focussed on improving the school dining experience to support positive social interaction and enjoyment of food. The dining hall has been renamed 'The Mighty Bitey' and the group have further plans to reduce food waste next session.

Learners in Primary 6/7 linked with the Scottish Centre for Food Development (SCFDI) and Queen Margaret University on an exciting new Fish project. The SCFDI work with food companies and other organisations to develop new and healthy products for UK consumers. The team conducted a focus group with the children involving a discussion about their newly developed product. The children were able to give their ideas and opinions on different tastes and explain what they would like to see within the new product. The team were then going to go back to their lab in order to work on the product further, adding in the suggestions from the children. They will now return with the product and the children will have the opportunity to taste and give feedback.

Priorities for Further Improvement:

- Considering the principles of curriculum design, implement a high level long term plan which ensures appropriate challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance. With this in place shift the focus to learner centred short-term planning and assessment.

- Focus further improvement in the following areas of the curriculum; Science, Numeracy and Maths, Literacy and English, 1+2 Languages.
- Within long term plan ensure that Learning for Sustainability and Skills for Learning, Life and Work are enhanced and begin to be embedded in practice.

2.3 Learning, Teaching and Assessment

All staff understand individual needs of children and provide a learning environment built on positive nurturing and appropriately challenging relationships. We have developed our shared language of learning through our 'Cuiken's Learning Toolkit'. Evidence gathered demonstrates that our toolkit is having an impact on learners and how they respond challenge, approach learning tasks and work together collaboratively. We have weekly awards for successful learners linked to 'Cuiken's Learning Toolkit' dispositions and celebrate wider achievement through displays and assemblies. Wider achievements are tracked on SEEMIS and there is a 'Pathway of Success' that winds its way around school.

Il enjoyed acting and singing and show how much we learned in our 'Thre Little Pigs' topic.

Max P2/3

I liked making my 'beautiful oops'.

Erryn P1

I like practising parrot because he helps me not give up.

Thomas P1/2

I liked making our 'I can't do it ….yet!' book. I know what I am working on getting better at.

Nathaniel P1

Our learners are active participants who are engaged and motivated during activities. They have opportunities to contribute to the life of the school and wider community.

This year we achieved our Cycle Friendly School Award. Bikeability supported by two teachers saw 96% of our Primary 6 children complete their training.

We learned how to stop and start using hand signals and how to turn right and left on the road. We also used our knowledge and skills when we were at Benmore.

Ella and Kirsty P6

Children in Primary 6 have worked towards their John Muir Award developing their understanding of sustainability, gaining an appreciation of the wider world and the experiences that come from being outdoors.

We've found out a lot about John Muir and how he started National Parks. We had fun learning about wildlife and trees when we went to Benmore and we compared it with our own school grounds and the Bellman Woods. We've also learned to protect trees and plants.

Miriam and Chloe P6

Our Cuiken Choir has performed even more through this past year at both school and community events. A highlight was our school choir, members of the Penicuik Junior Brass Band and the Midlothian Community Concert band performing at the Town Hall.

Children in the Provision have worked towards achieving their JASS Award (Junior Award Scheme for Schools). JASS is a progressive learning programme which has been designed to recognise wider achievement. A key aim has been to meet the challenges of the transition from primary to secondary.

I enjoyed JASS. I enjoyed getting my certificates. I achieved a certificate through my swimming at Beeslack.

Liam Provision

JASS is really good because you can achieve targets you've never achieved before and you get certificates. You feel really good when you have met a challenge.

Dwayne Provision

A Family Support Worker (FSW) has been employed in the Provision through a Scottish Government funding bid. Evaluations from school and the families involved demonstrate a positive impact on parent/carer engagement. Families have also been supported at a pastoral level and through the holidays.

The use of funding from the Parent Council Fundraising Group enabled the school to purchase ICT equipment which is very well utilised by learners in Primary 6 and 7 to support achievement in writing.

My iPad helps me form my ideas for writing; it helps me get my spelling correct and makes my stories make more sense.

Ellis P6/7

Using ICT has helped me improve my writing. It is easy to check my work and fix mistakes. I think I'm a better writer using my notebook.

Logan P7

Through our developing use of *feedback* in all aspects of learning and teaching, the school empowers children and young people to have a say in the quality of their learning experiences and how to improve. We revised and established a summative assessment calendar. This has led to more effective tracking of pupil progress and achievement. Close analysis of this data has allowed us to plan appropriate support, interventions and challenge.

Feedback helps my work get better.

Josh P1/2

Feedback helps me to try harder.

Ethan P1/2

The following data from a questionnaire demonstrates areas of progress this year.

Feedback helps me learn from my mistakes.	5%	20%	75%
Where am I going? Adults help me know what I am aiming for.	5%	26%	69%
How am I doing? Adults help me understand how well I am doing?	6%	29%	65%
Where to next? Adults explain to me what I need to do next to improve.	4%	18%	78%

The lower response to the following question highlights the need to ensure pace, challenge and a shared progression pathway that supports the planning of next steps.

Adults help me set learning goals and targets that challenge me.	8%	33%	59%

Assessment is integral to our planning of learning and teaching. Understandings of effective formative assessment have been developed through professional reading and attending courses Shirley Clarke. Across our learning community, staff are committed to sharing expectations for standards to be achieved and have undertaken more a range of moderation activities through this year.

Priorities for Further Improvement

- To make our pupils more aware of the skills needed for learning but also for life and work, particularly within Midlothian. Highlight career opportunities within the local area and encourage children to develop aspirations for the future.
- Further develop curriculum progressions and identify strategies and approaches to effectively share and reflect on next steps with learners.
- Through CLPL and moderation develop staff understanding of progress and achievement of a level.
- Through implementing Visible Learning strategies and approaches improve the quality of learning and teaching to impact on learners' engagement and attainment.

How good are we at ensuring the best possible outcomes for all our learners?

3.2 Raising attainment and achievement

We have strengthened existing processes in place to track learners' progress, including those facing additional challenges. We use this information to ensure pace and challenge and to identify interventions and supports.

There was 1 exclusion in the 2015-2016 session.

The overall attendance rate for the school was 96%.

Primary 1 Assessments (PIPS)

In both Reading and Maths the Primary 1 cohort started below the local and national average and finished above the local and national average.

	Reading	Maths
% scores *above* the national average	57%	63%
% making *greater* than average progress/value added	27%	40%

Standardised Assessment Information

	Maths Standard Age Score (SAS) National	Maths Standard Age Score (SAS) Cuiken	Maths % children above the National Average	Reading Standard Age Score (SAS) National	Reading Standard Age Score (SAS) Cuiken	Reading % children above the National Average
Primary 4	100	102	61%	100	110	82%
Primary 7	100	88	13%	100	104.1	60%

At Primary 4 in Reading the mean standard age score is significantly higher than the national average. The spread of standard age score is not significantly different from the national average. The mean standard score for the boys is lower than the girls.

At Primary 4 in Maths the mean standard age score is not significantly different from the national average. The spread of standard age score for this cohort is not significantly different from the national average. The mean standard age score for boys is not significantly different from the girls.

At Primary 7 in Reading the mean standardised score is not significantly different from the national average. The spread of standard age scores is not significantly different from the national average. The mean standard age score for the boys is lower than the girls.

At Primary 7 in Maths the mean standard score is significantly lower than the national average. The spread of standard age scores for the cohort is significantly lower than the national average. The mean standard age scores for boys is lower than girls.

Pupils Achievement by June 2016 in Curriculum for Excellence (CfE) Levels

Early Years Level: generally by the end of P1

First Level: generally by the end of P4

Second Level: generally by the end of P7

Third Level: generally by the end of S3

	Listening and Talking	Reading	Writing	Mathematics
% pupils at P1 achieving Early Level or higher	93%	73%	80%	63%
% pupils at P4 achieving First Level or higher	91%	81%	81%	78%
% pupils at P7 achieving Second Level or higher	59%	61%	54%	63%

Priorities for Further Improvement:

- With a continued emphasis on Numeracy & Maths, Literacy & English and Health & Wellbeing, focus on raising attainment for all our learners while also identifying and closing the gap.
- Through using the ABLe approach (Addressing Barriers to Learning), assessment and interventions are used to investigate both barriers to learning and strategies for adapting the learning environment enabling all learners to make progress.
- To more effectively meet the needs of children with Additional Support Needs (ASN) through a Visual Support Project – The structured implementation of visual symbol to support prevent, remove or alleviate the effects of barriers within the learning environment.

Readers' Evaluation

Standards and Quality Report 2015 – 2016 and School Improvement Plan 2016-2017

It would be very helpful if you could take a little time to answer the questions below. This will help us to judge how useful the information is and decide how it might be improved upon next year.

Thank you in anticipation of your help.

		Yes	No
1.	Does the report you with helpful information?		
3.	Is it laid out in an attractive way?		
4.	Is it easy to read?		
5.	Is it written in language you can understand?		
6.	Is there any information you think would be useful to include in next year's Standards and Quality Report? Please provide details:		
7.	Is there any priorities for future improvement that you think are not mentioned? Please provide details:		

Please return survey form to: Cuiken Primary School

Building Our Curriculum

(Next Steps from Standards and Quality Report 2015-2016 to be taken forward as part of School Improvement Plan 2016-2017)

<u>Values</u> Develop a flexible self-evaluation calendar closely linked to our School Improvement Priorities, The National Improvement Framework and HGIOS 4. Extend and improve the opportunities pupils, parents/carers, and other stakeholders have to support improvement by participating in a range of informal and formal evaluation activities. To more fully involve pupils, parents/carers and partners in the creation and on-going review of the vision, aims and values of the school.	<u>Totality of the Curriculum</u> Evaluate current opportunities for pupils to have leadership roles across the school and identify changes/improvements. Within long term plan ensure that Learning for Sustainability and Skills for Learning, Life and Work are enhanced and begin to be embedded in practice.	<u>Learning and Teaching</u> Through implementing Visible Learning strategies and approaches improve the quality of learning and teaching to impact on learners' engagement and attainment. To disseminate knowledge and skills from CLPL to effectively impact on learners by providing better planned opportunities for staff to share and collaborate with others.
<u>Experiences and Outcomes</u> Focus further improvement in the following areas of the curriculum; Science, Numeracy and Maths, Literacy and English, and 1+2 Languages. With a continued emphasis on Numeracy & Maths, Literacy & English and Health & Wellbeing, focus on raising attainment for all our learners while also identifying and closing the gap.	 	<u>Entitlements</u> To make our pupils more aware of the skills needed for learning but also for life and work, particularly within Midlothian. Highlight career opportunities within the local area and encourage children to develop aspirations for the future.
<u>Personal Support</u> Through using the ABLe approach (Addressing Barriers to Learning), assessment and interventions are used to investigate both barriers to learning and strategies for adapting the learning environment enabling all learners to make progress. To more effectively meet the needs of children with Additional Support Needs (ASN) through a Visual Support Project – The structured implementation of visual symbol to support prevent, remove or alleviate the effects of barriers within the learning environment.	<u>Principles</u> Considering the principles of curriculum design, implement a high level long term plan which ensures appropriate challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance. With this in place shift the focus to learner centred short-term planning and assessment.	<u>Assessment</u> Develop assessment frameworks/practices that support staff understanding of achievement of a level. Through CLPL and moderation develop staff understanding of progress and achievement of a level. Further develop curriculum progressions and identify strategies and approaches to effectively share and reflect on next steps with learners. Further develop opportunities for personal and collegiate reflection, sharing of practice and moderation. To continue to work collaboratively evaluate and develop practice that will impact on attainment and achievement.

School Improvement Plan

2016 -2017

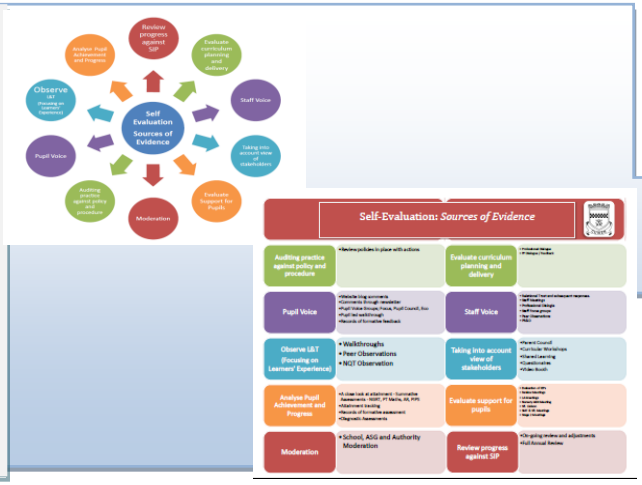
Building our Curriculum – Values

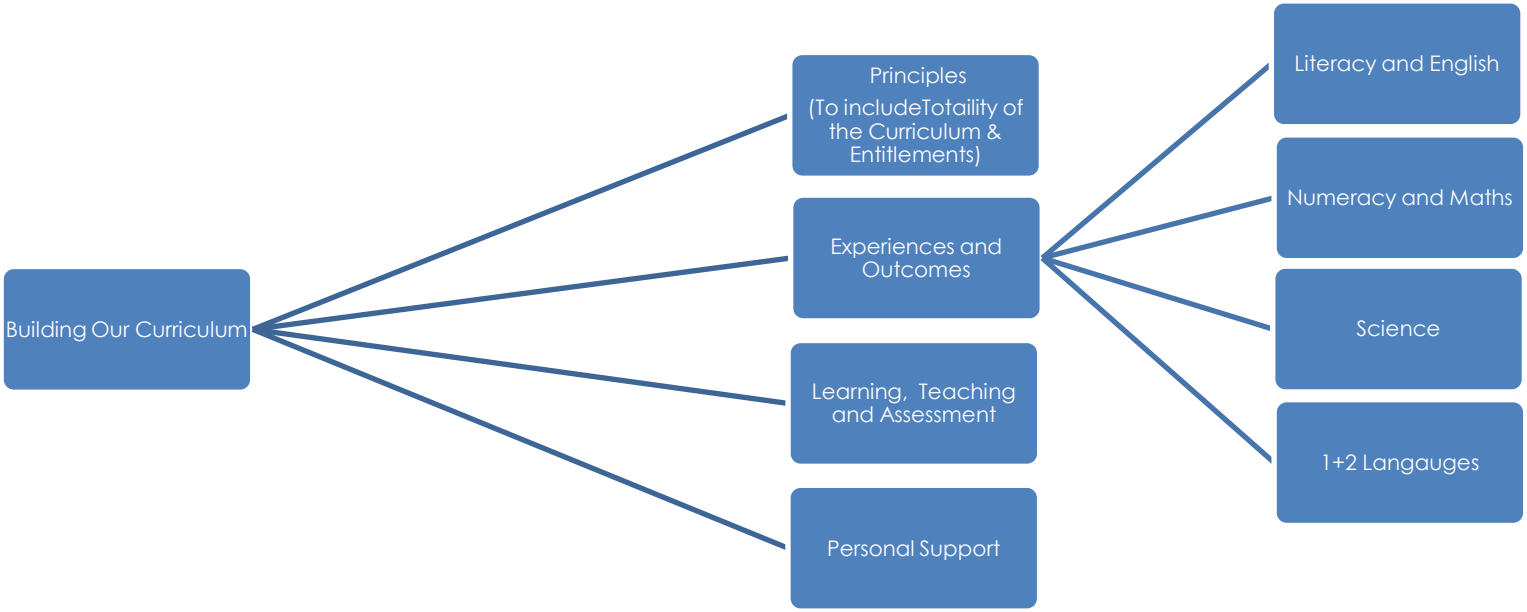
Develop a flexible self-evaluation calendar closely linked to our School Improvement Priorities, The National Improvement framework and HGIOS 4.

Within all School Improvement Priorities:

Extend and improve the opportunities pupils, parents/carers, and other stakeholders have to support improvement by participating in a range of informal and formal evaluation activities.

More fully involve pupils, parents/carers and partners in the creation and on-going review of the vision, aims and values of the school.





School Improvement Plan

2016 -2017

IMPACT STATEMENT
The Long Term Curriculum Plan ensures a coherent curriculum in place where learners experience a broad, general education with opportunities for breadth, challenge and application.
Learning for Sustainability / Global Citizenship is embedded across the curriculum and supports learners' understanding of issues.
Learners develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
To improve attainment for all, particularly in literacy and numeracy.
To improve the learning progress of every child, by reducing inequality in education.
To improve employability skills and sustained positive school leaver destinations for all young people.
Improvement in children and young people's health and wellbeing

KEY QIs: 1.1 1.2 2,.2 3.3

KEY VISIBLE LEARNING STRANDS:
Inspired and Passionate Teachers & Know Thy Impact

Lead/s: Joanna Taylor, Kimberley Hughes and Sue Burns

Principles

High Level Long Term Curriculum Plan

June 2016
Look at curriculum planning exemplars available from Education Scotland and other schools within and outwith Midlothian.

August 2017
Implement agreed Long Term Curriculum Plan.
Pilot through 2016-2017 session.
Collaborate and share practice within planning teams, across school and with Burnbrae and West Linton PS

Learning for Sustainability

CAT
Guidance/expectations from Education Scotland shared.
Practical examples of hoe Learning for Sustainability.
can be embedded across the curriculum.
Time allocated to look at useful resources in school and available through Scotdec/online.

Skills for Learning, Life and Work

Within Long Term Plan identify opportunities fordeveloping skills for learning, life and work
Pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context.

Build partnerships with parents/carers and links with the local community to develop learners understanding of the world of work and immerse them in contexts where they can utilise their learning in relevant and meaningful contexts.
In making links to Science Priority, focus particulaly on developing links with 'The Bush'.

School Improvement Plan

2016 -2017

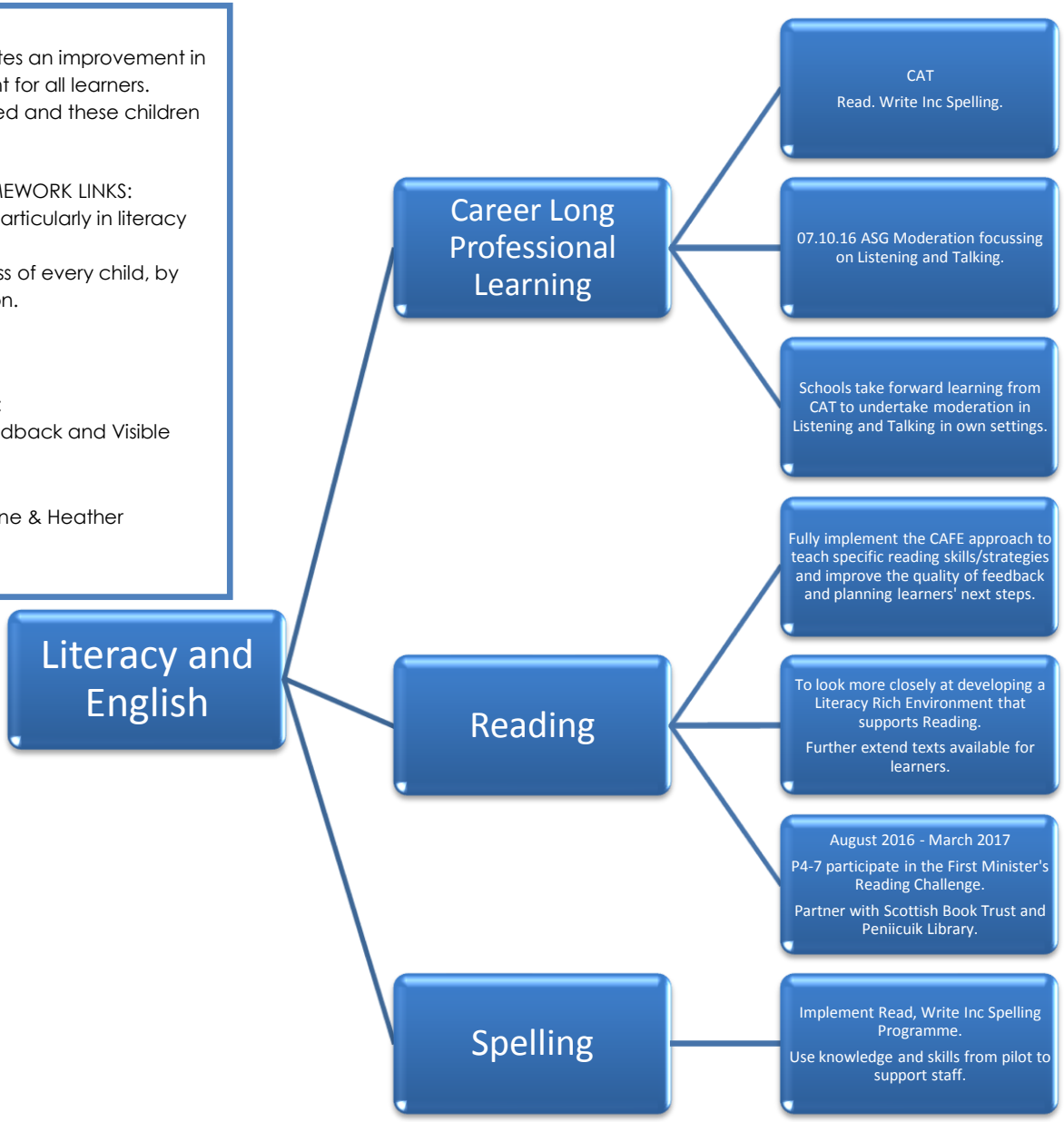
IMPACT STATEMENT
Evidence gathered demonstrates an improvement in reading and spelling attainment for all learners.
Gaps in attainment are identified and these children make good progress.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
To improve attainment for all, particularly in literacy and numeracy.
To improve the learning progress of every child, by reducing inequality in education.

KEY QIs: 1.1 1.5 2.3 3.2

KEY VISIBLE LEARNING STRANDS:
Know Thy Impact, Effective Feedback and Visible Learners

Lead/s: Joanna Taylor, Jill Devine & Heather Galbucci



School Improvement Plan

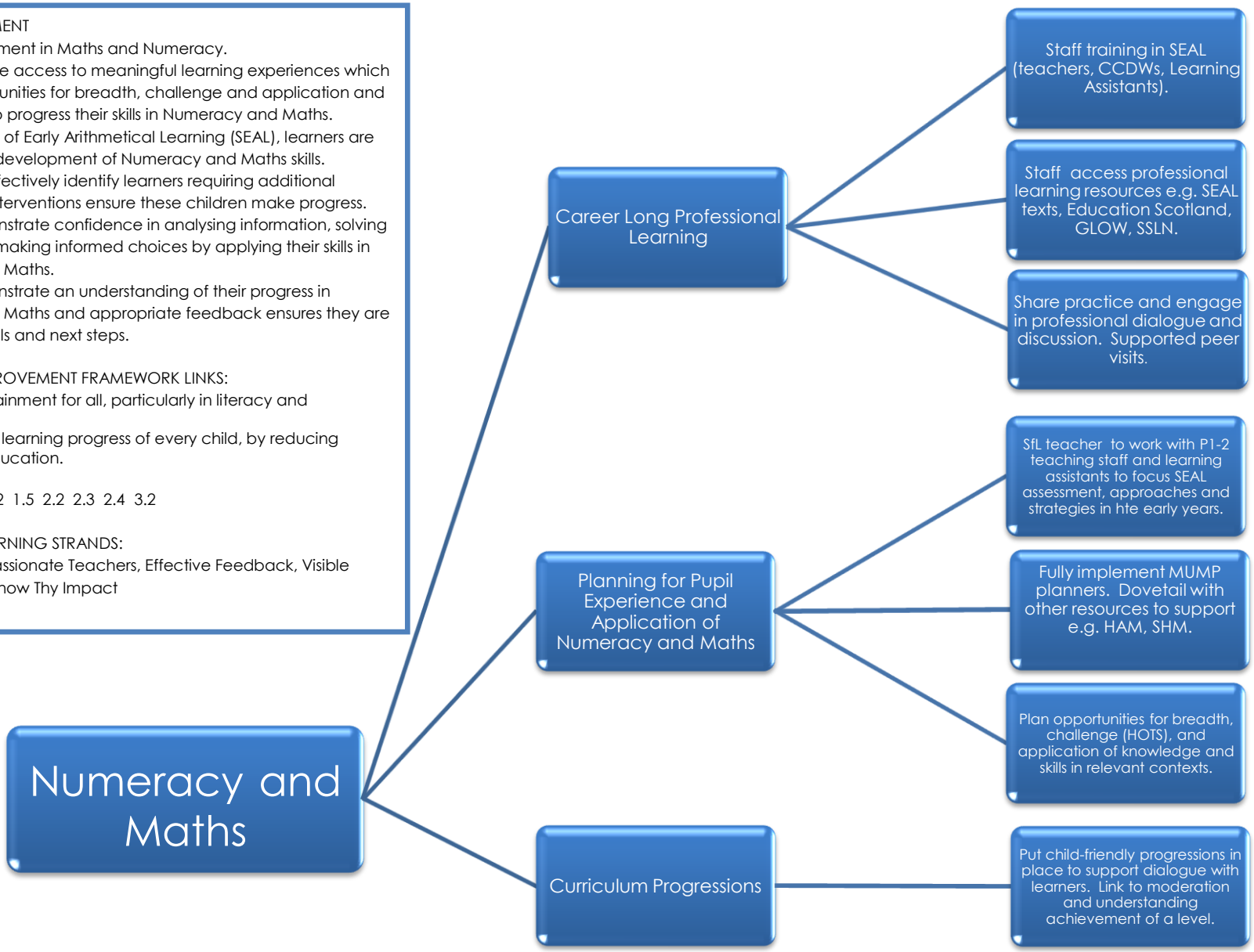
2016 -2017

IMPACT STATEMENT
Improve attainment in Maths and Numeracy.
All learners have access to meaningful learning experiences which provide opportunities for breadth, challenge and application and enable them to progress their skills in Numeracy and Maths.
Through Stages of Early Arithmetical Learning (SEAL), learners are secure in their development of Numeracy and Maths skills.
Assessments effectively identify learners requiring additional support, and interventions ensure these children make progress.
Learners demonstrate confidence in analysing information, solving problems and making informed choices by applying their skills in Numeracy and Maths.
Learners demonstrate an understanding of their progress in Numeracy and Maths and appropriate feedback ensures they are able to set goals and next steps.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
To improve attainment for all, particularly in literacy and numeracy.
To improve the learning progress of every child, by reducing inequality in education.

KEY QIs: 1.1 1.2 1.5 2.2 2.3 2.4 3.2

KEY VISIBLE LEARNING STRANDS:
Inspired and Passionate Teachers, Effective Feedback, Visible Learners and Know Thy Impact



School Improvement Plan

2016 -2017

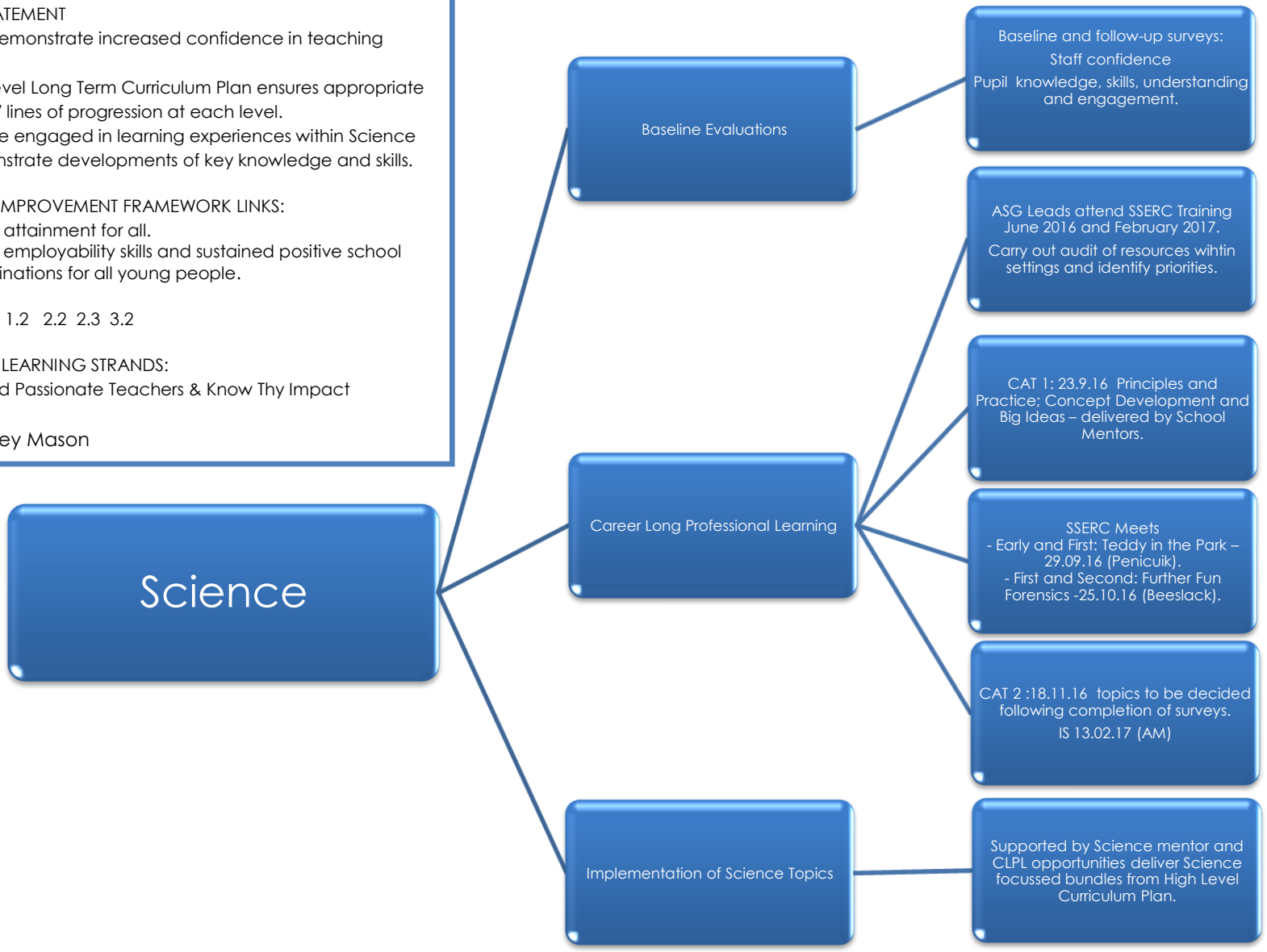
IMPACT STATEMENT
Teachers demonstrate increased confidence in teaching Science.
The High Level Long Term Curriculum Plan ensures appropriate coverage / lines of progression at each level.
Learners are engaged in learning experiences within Science and demonstrate developments of key knowledge and skills.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
To improve attainment for all.
To improve employability skills and sustained positive school leaver destinations for all young people.

KEY QIs: 1.1 1.2 2.2 2.3 3.2

KEY VISIBLE LEARNING STRANDS:
Inspired and Passionate Teachers & Know Thy Impact

Lead: Lesley Mason



School Improvement Plan

2016 -2017

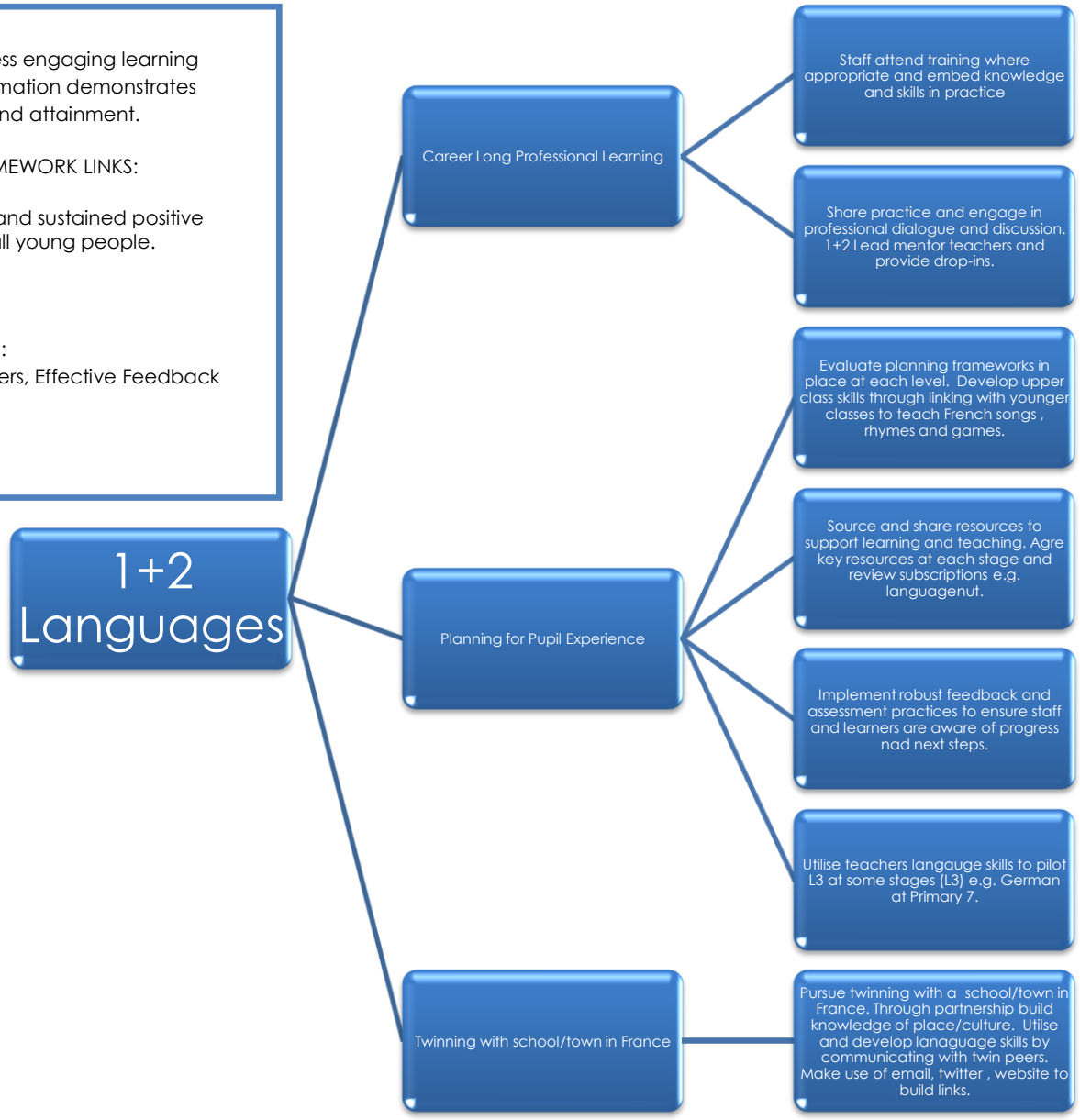
IMPACT STATEMENT
Learners from Primary 1-7 access engaging learning experiences. Assessment information demonstrates progress in learners' progress and attainment.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
To improve attainment for all.
To improve employability skills and sustained positive school leaver destinations for all young people.

KEY QIs: 1.1 1.2 2.2 2.3 3.2

KEY VISIBLE LEARNING STRANDS:
Inspired and Passionate Teachers, Effective Feedback and Know Thy Impact

Lead: Marion Pringle



School Improvement Plan

2016 -2017

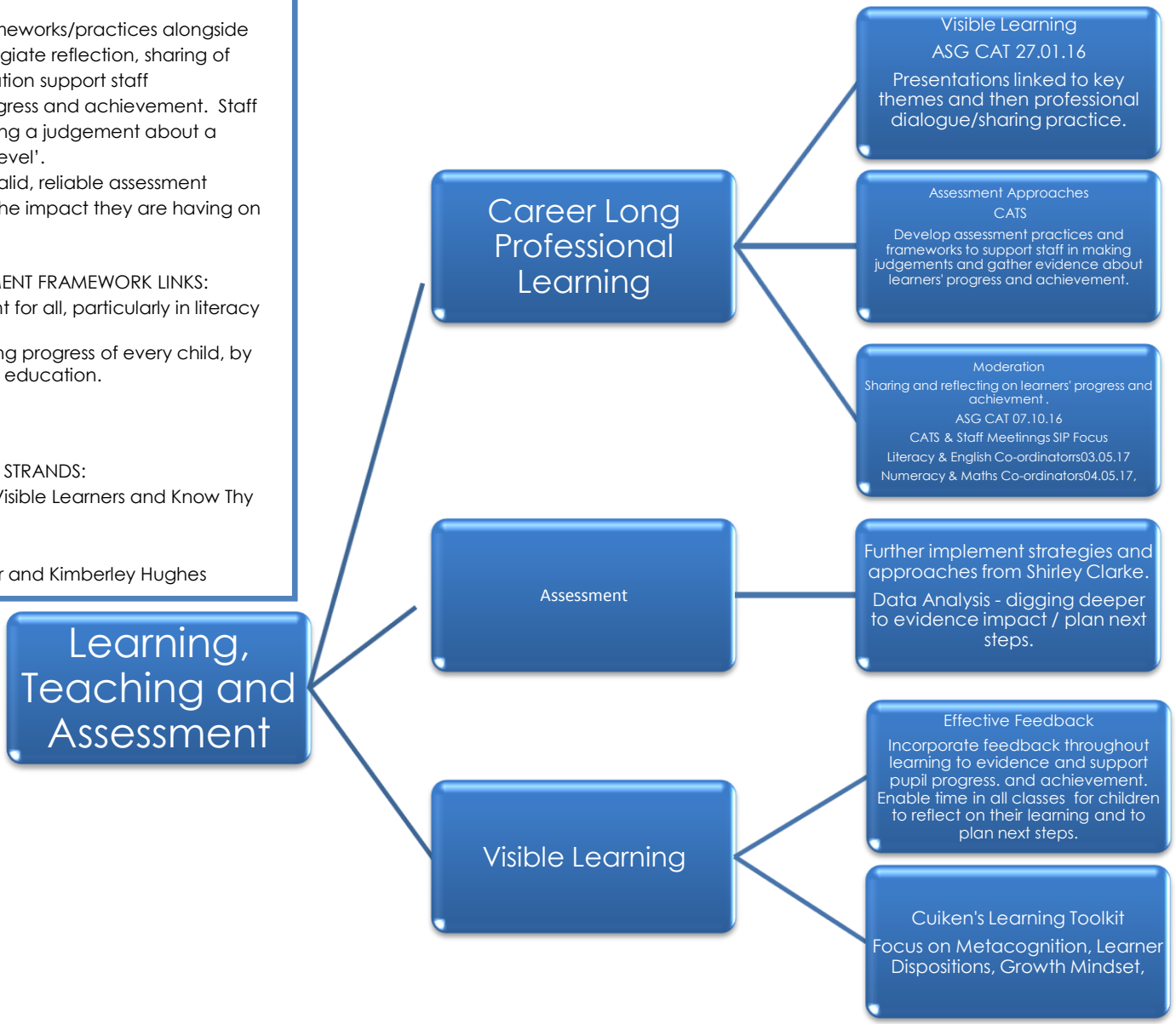
IMPACT STATEMENT
Clear assessment frameworks/practices alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement. Staff are confident in making a judgement about a learner 'achieving a level'.
Staff use a range of valid, reliable assessment evidence to identify the impact they are having on learners.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
To improve attainment for all, particularly in literacy and numeracy.
To improve the learning progress of every child, by reducing inequality in education.

KEY QIs: 1.1 2.3 3.2

KEY VISIBLE LEARNING STRANDS:
Effective Feedback, Visible Learners and Know Thy Impact

Lead/s: Joanna Taylor and Kimberley Hughes



School Improvement Plan

2016 -2017

IMPACT STATEMENT
Practitioners are able to identify and support pupils with additional support needs through the use of ABLe strategies and resources, therefore reducing barriers to learning.
Practitioners are empowered by the freedom to audit their working environments and make changes to positively impact on their learners.
Some learners with additional support needs will not require IEPs and will instead be supported through ABLe planning.
Pupils and staff will have a deeper understanding of the impact environmental factors can have on pupils with additional support needs.
Together with the Visual Support Project, Staff will develop a shared understanding of visual symbol supports, and implement and promote their use across the school.

NATIONAL IMPROVEMENT FRAMEWORK LINKS:
Improvement in attainment, particularly in literacy and numeracy.
To improve the learning progress of every child, by reducing inequality in education.
Improvement in children and young people's health and wellbeing.

KEY QIs: 1.1 1.5 2.4 3.1 3.2

KEY VISIBLE LEARNING STRANDS:
Inspired and Passionate Teachers & Know Thy Impact

Lead/s: Kimberly Hughes and Hilary Downie

Personal Support

- ABLe
  - CAT
    Staff CLPL Session focussing on Curriculum Map.
    Impllement learning in practice.
  - Develop a shared understanding of how and when ABLe could be used through professional dialogue.
- Visual Support Project
  - CAT
    Staff training session focussing on meaning of signs and how best to use them around the building.
  - Pupil Working Group to present project to peers and parents to increase understanding.

Self-Evaluation Calendar 2016-2017 - Overview (to be added to throughout the session as appropriate)

Self-Evaluation Focus	August	September	October	November	December	January	February	March	April	May	June
Auditing practice against policy and											
Evaluate curriculum planning and delivery											
Pupil Voice											
Staff Voice											
Observe L&T (focussing on learners' experience)											
Taking into account view of stakeholders											
Analyse pupil achievement and progress											
Evaluate support for pupils											
Moderation											
Review progress against SIP											

Self-Evaluation Calendar 2016-2017 – August 2016

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – September 2016

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-evaluation Calendar 2016-2017 – October 2016

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 –November 2016

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – December 2016

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questns - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – January 2017

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – February 2017

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – March 2017

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – April 2017

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – May 2017

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						

Self-Evaluation Calendar 2016-2017 – June 2017

Leading Self-Evaluation Activity_____

Self-Evaluation Focus	Tick (from overview)	Challenge Questions - What do we want to find out?	Which quality indicators or themes will support our work?	Key Visible Learning Strand/s	What tools/methods will we use? Who can provide evidence for this self-evaluation?	Comments/Notes
Auditing practice against policy and						
Evaluate curriculum planning and delivery						
Pupil Voice						
Staff Voice						
Observe L&T (focussing on learners' experience)						
Taking into account view of stakeholders						
Analyse pupil achievement and progress						
Evaluate support for pupils						
Moderation						
Review progress against SIP						