

School Improvement Plan 2019-20

Fountainhall and Heriot



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INTRODUCTION - School Improvement Planning 2019-20

This document outlines your identified priorities for Session 2019/20 which will bring about continuous improvement of outcomes for your learners. It should be firmly based on the rigorous self-evaluation of your provision, including the impact of the development work carried out during Session 2018/19. There should be a clear link connecting this SIP 2018/19 with your SIP 2018/19 and SIR 2018/19.

Your SIP 2019-20 should contain no more than 4 priorities; Early Years priorities for primary schools and Pupil Equity Fund priorities can either stand alone or be an integral part of a whole school priority, as appropriate. The SIP is a working document which requires to be updated/reviewed periodically throughout the session as and when you monitor the progress and impact of change.

Successful delivery of your proposed outcomes requires a clear understanding of:

- the self- evaluation evidence you have which identifies your priorities
- the approaches to change which will ensure progress and impact within your key priorities
- how progress and impact will be measured.

The four key priorities and principles of the National Improvement Framework outlined below should be considered when developing your school improvement plan for 2019/20.

Schools are asked to submit both the SIP and the SIR by **31st May 2019**.

National Improvement Framework

The four key priorities of the NIF are:

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

The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

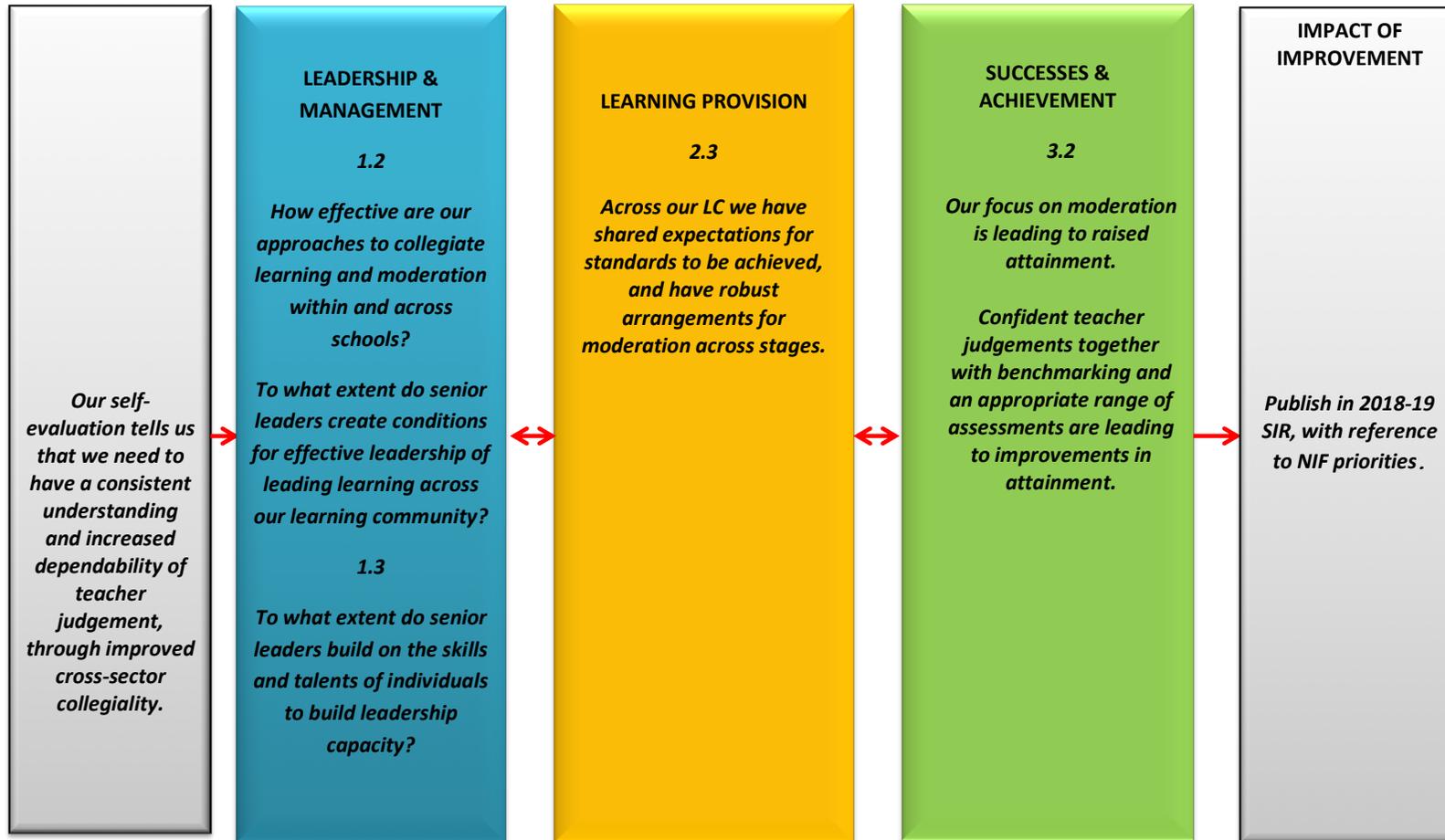
Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2018-19 SIR	2019-20 SIP
<p style="text-align: center;">Key Strengths (See School Improvement Report for detail of evidence)</p>	<p style="text-align: center;">Key Areas for Improvement (including PEF and ELC)</p>
<ul style="list-style-type: none"> • Leadership of learning has again shown to be a strength for us. All teaching staff have participated in moderation with the rest of the Learning Community and then continued to further develop this in schools. 3 members of staff have taken on leadership of learning within schools. One with reciprocal reading and literacy tracking across both schools and the 2 others, PT and EYO, in learning environments and Early level provision. • All staff have been trained in the use of Restorative Approaches and are beginning to use these across both schools. All teaching staff have implemented the first year of Building Resilience in their classes and across both schools • Within the curriculum we have improvements overall in literacy and aspects of numeracy through our work on planners, trackers and Basic Maths Facts. Teachers are also adapting their teaching and learning approaches to facilitate these changes 	<ul style="list-style-type: none"> • Moderation <ul style="list-style-type: none"> ○ Moderation will continue to be a priority and there will be cross sector planning of these sessions, led by QAMSOs, with support from PTs across all schools. • Curriculum <ul style="list-style-type: none"> ○ ICT- the PT will lead on improving our planning and progression in ICT following the benchmarks and Es and Os. She will instigate training to help teaching staff with the teaching, learning and implementation of progressions ○ 1+2 Languages – staff will develop their understanding of the progression available and the resources to support this • Health and Wellbeing <ul style="list-style-type: none"> ○ We will engage with ‘Building Resilience’ , year 2 of a 3 year rolling programme which will provide children with the skills and strategies in the 10 ways to build resilience. Schools will provide sessions for parents and share information. ○ We will continue to develop Restorative Approaches and share this training with pupils and parents,

	<ul style="list-style-type: none">○ Rights Respecting Schools will continue as one of the pupil voice groups in each school. We will develop our sharing mechanisms and prepare for achieving the Silver Award● Emerging Literacy<ul style="list-style-type: none">○ Early level staff will participate in work stream 2 training and implementing Emerging Literacy using the resources and assessment and continuum tools provided, to raise attainment in early literacy.● ELC<ul style="list-style-type: none">○ Expansion of hours/ new staff – the EYO will lead in developing the new team and further explore how early level can be delivered within the extended hours. The Vision , Values and aims will be reconsidered to fit with new children, staff and the changes to the hours○ Learning/ planning cycle – explore and further develop the learning cycle from planning through to assessment, tracking and monitoring and reporting with agreed formats and a shared understanding of each stage○ Outdoor learning – explore in its fullest sense with input from children and staff. Further develop the outdoor environments to develop creativity and exploration as well as literacy and numeracy
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Learning Community Priority 1: Raising Attainment through moderation and leadership of learning



Action Planner

2019-20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority? Evaluative statement</i>	
LC 1	1.2, 1.3, 2.3 & 3.2	II, IV & VI	1	<ul style="list-style-type: none"> To raise attainment by developing professional confidence of standards, having a consistent view of the moderation cycle. (Moderation) To improve teacher professionalism through development of QAMSO leadership, with support from PTs, and collegiate working among teachers. (Leadership) 	
Process				Progress Tracker	
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed	
1	<p><i>What we are going to do.</i></p> <ul style="list-style-type: none"> Give regular, planned opportunities for primary staff to work collegiately, across levels, with GA PTs (numeracy and literacy). <ul style="list-style-type: none"> Moderation cycle Planning Levels and standards Quality evidence from each part of the moderation cycle Improve the leadership roles and skills of our QAMSOs and PTs by providing the opportunity to take responsibility to plan and deliver professional learning opportunities across the learning community. 	QAMSOs & PT Moderation Group	<p>6 X planning meetings of QAMSO/PT Moderation Group – prior to each CAT</p> <p>6 X CAT sessions & INSET (if additional ones are agreed) throughout the session up to May 20</p>	<p>Professional confidence in the moderation cycle – baseline and end of session evaluations (questionnaires).</p> <p>Teachers have a moderation cycle ‘toolkit’ of skills which they will apply across different curricular areas.</p> <p>Teachers’ planning shows understanding of the moderation cycle.</p> <p>Improved confidence in the reliability of the attainment data.</p> <p>QAMSO/PT leadership skills confidence levels – baseline and end of session evaluations.</p>	

	<p><i>Why we need to do it.</i></p> <ul style="list-style-type: none"> • To have a consistent understanding and increased dependability of teacher judgement, through improved cross-sector collegiality, based on the National message. • To provide opportunities, across cluster, to develop our QAMSO and PT leadership skills (succession training) which will in turn, increase leadership capacity for HTs. 				<table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>			

Action Planner

2019-20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>		
School 1	1.2, 2.2, 2.3 & 3.2	II & V	2	<ul style="list-style-type: none"> To improve teacher professionalism through the development of PT leadership, and improving the confidence of teachers in the use of ICT and 1+2 languages To have a clear progression and teaching and learning strategy for both areas 		
Process				Progress Tracker		
No. (Add/delete stages as necessary)	Key people		Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed	
1	<i>What we are going to do.</i> <ul style="list-style-type: none"> Give regular, planned opportunities for teachers to work collegiately, across schools on; <ul style="list-style-type: none"> ICT Improve the leadership roles and skills of the PT by providing the opportunity to take responsibility to plan and deliver professional learning opportunities across both schools We will use examples of progressions and find/develop one that best suits our setting We will develop a tracker for ICT based on the format we currently use to track skills and attainment based on benchmarks Plan out a rolling programme for the teaching and learning of ICT Staff will improve their own ICT skills with sessions on ; <ul style="list-style-type: none"> The progression of skills expected from Early to end of Second GLOW Website 		PT Class teachers IT specialists	CAT sessions 1 INSET day	PT leadership skills confidence levels – baseline and end of session evaluations. Professional confidence in ICT – baseline and end of session evaluations (questionnaires). Teachers’ planning and observations shows understanding and use of the progression. Production and use of new tracker Creation of a new rolling programme Improved confidence in the reliability of the attainment data. Pupil voice about their progress with ICT skills	

	<ul style="list-style-type: none"> ○ Facebook ○ New ipads when they come out. Staff have time to become familiar with these. PT has specific training on how to train the rest of the staff to use them 				
	<p><i>Why we need to do it.</i></p> <p>The PT is still fairly new and in order to develop her leadership skills and use her talents along with balancing this against the needs of the school it was agreed that she would lead this aspect of development. The choice of subjects came from the planning work and observations as well as discussions with staff that these were areas they felt less confident and skilled in.</p>				
2	<p><i>What we are going to do.</i></p> <ul style="list-style-type: none"> • Improve the skills of staff in delivering 1+2 languages • Examine more closely the 1+2 Languages progression and resources from Ann Robertson • Create a tracker based on the benchmarks • Improve the attainment of pupils in 1+2 languages 	<p>HT</p> <p>1+2 Languages specialist – Ann Robertson</p>	<p>CAT sessions</p> <p>½ INSET day</p>	<p>Professional confidence in 1+2 Languages – baseline and end of session evaluations (questionnaires).</p> <p>Teachers’ planning and observations shows understanding and use of the progression.</p> <p>Production and use of new tracker</p> <p>Improved confidence in the reliability of the attainment data.</p> <p>Pupil voice about their progress with 1+2 languages skills</p>	
	<p><i>Why we need to do it.</i></p> <p>Staff have said that they don’t feel confident in teaching this area and need some support in moving the learning forward for the children.</p>				

Action Planner

2019-20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>
School 2	1.2, 2.1, 2.5, 3.1	III & V	3	<ul style="list-style-type: none"> To ensure that children and young people develop the knowledge & understanding, skills, capabilities and attributes which they need for mental, emotional and social wellbeing.
Process				Progress Tracker
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	<p><i>What we are going to do.</i></p> <p>Both schools will continue to engage with 'Building Resilience', year 2 of the 3 year rolling programme which will provide children with the skills and strategies in the 10 ways to build resilience.</p> <ul style="list-style-type: none"> Staff continue to develop understanding of the programme through CAT sessions and first INSET. Create an Assembly Calendar working with our Minister as well Teacher packs created. Parental Information Workshop 10 Ways to Be Resilient posters displayed in all classrooms and shared spaces. 	<p>HT</p> <p>Class Teachers</p> <p>Parents & Carers</p>	<p>Part of August INSET</p> <p>Part of CAT session each term</p> <p>1 information session for parents</p>	<p>Annual HWB questionnaire- is the data showing progress?</p> <p>Eildon West HWB Toolkit- Is the data showing progress?</p>
				<p>Staff observations- are we seeing improved resilience with learning, in playground, during social activities.</p> <p>Regular Focus Group Discussions- Are children able to share skills, capabilities and attributes for ensuring positive mental, emotional & social wellbeing?</p> <p>Attendance, behaviour data and parental concerns monitored- Does this show an improvement?</p>
	<p><i>Why we need to do it.</i></p> <p>We have completed the first year of this programme with some success and so we will continue with year 2 and continue to monitor</p>			<p>Parent Information Feedback- Questionnaire or exit pass from parent info session</p>

2	<p><i>What we are going to do.</i> Each class across both schools will continue to work on achieving their Silver award in Rights Respecting Schools</p> <ul style="list-style-type: none"> • Pupil Voice groups will continue to conduct assemblies for whole school on specific rights and information sharing • Group chairs will attend Parent council meeting to share with some of the parent forum • News/ information letter to go out to parents about the work of the group • Pupil voice groups will gather the information necessary for the silver award in an appropriate folder with evidence clear • Create a plan for gold • Request a RRS assessment visit 	Pupil Voice staff leaders	1 session per month for Pupil Voice groups	Progress through the action plan of each school – pupil voice group and leaders to track.	
	<p><i>Why we need to do it.</i> To move on our development of RRS and to achieve the silver award and plan for gold</p>	Pupil voice groups	1 assembly per term 1 Parent Council meeting	<p>Evidence folder contents</p> <p>Children’s knowledge/ understanding of the charters – through focus groups</p> <p>Pupil and staff questionnaires</p> <p>Respectful language used – discuss with staff and Playground Supervisors</p> <p>Assessment visit results</p> <p>Plan for gold</p>	

Action Planner

2019/20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
School 3/ELC	1.3, 2.3, 2.5,2.7 &3.2	II, III & IV	1	<ul style="list-style-type: none"> Increased teacher confidence in the assessment of early literacy skills. Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy Our children will experience a developmentally appropriate literacy curriculum Increased numbers of children acquiring the necessary knowledge and skills to achieve Early level in Listening and Talking, Reading and Writing by the end of Primary 1. 	
Process				Progress Tracker	
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: <i>the planned impact and how will we know</i>	Date reviewed	
1	<p>What we are going to do.</p> <ul style="list-style-type: none"> As a school we will ensure key staff members attend Whole Day Training Event to Launch for Workstream 2 schools -4th June. Multi Agency Team organising the launch will carry out baseline survey/questionnaire to gather practitioner confidence levels in assessing progress through key aspects of early Literacy. As a school we will receive collated Practitioner Evaluations after each professional learning Network to provide feedback to the emerging Literacy Strategic Group and to SMT. Early Years team to continue to provide support for practitioners at Network events and within their own settings. Workstream 2 Schools- We will attend: Network 1- 10th September - Phonological Awareness Network 2- 29th October – Pre-Writing Network 3 -12th November – Wee Talk Borders 	<p>James Cook</p> <p>Catriona McKinnon</p> <p>Emerging Literacy Multi Agency Group</p> <p>Early Years team</p>	<p>June 2020</p> <p>Intro in June 2019</p> <p>Twilight sessions 10th Sept, 29th oct, 12th Nov,14th Jan, 3rd March</p> <p>Friday afternoons with ELC staff</p>	<ul style="list-style-type: none"> Children will make appropriate progress within and through Early Level in all aspects of Literacy (School level Tracking) All P1 children assessed in Phonological Awareness, Oral Language, Concepts of Print and Pre-Handwriting. Fluid Groupings are informed by the Emerging Literacy assessment information and kept under constant review. P1 Teachers are providing appropriate differentiation. Children’s progress in key skills is tracked. Trackers for the key skill areas are used as a tool for ongoing learning, teaching and assessment; assessment is an ongoing process and the trackers demonstrate the progress children are making throughout the session. Developmentally appropriate differentiated learning experiences are evident through the learning 	

	<p>Network 4- 14th January – Concepts of Print and Achievement of a Level</p> <p>Network 5 -3rd March – Oral Language</p> <ul style="list-style-type: none"> As a school we will look to make use of any content that is added as on-line content to SBC Literacy Hub (and Twitter) As a school we will provide family Learning opportunities for Primary 1 families to understand the school’s approach to Emerging Literacy. <p>As a school we will provide whole school sharing of information following the Launch Day to ensure clarity over whole school message and to help understand what taking a developmental approach entails.</p>			<p>experiences which have been planned for children in both ELC and P1.</p> <ul style="list-style-type: none"> Practitioners will be able to articulate the progress of individuals making use of effective assessment and tracking information. (Tracking and Attainment Meetings, Progress and Achievement Module within Seemis) <p>Staff will be able to articulate the benefits of Networks and associated Professional Learning activity for their practice.</p>	
	<p>Why we need to do it.</p> <p>Raise practitioner knowledge to enable them to close the gap and raise attainment for all, and to ensure consistency in information sharing is in place.</p>			<ul style="list-style-type: none"> End of year questionnaire after final network demonstrates increased knowledge and confidence levels amongst practitioners. Increased sharing of approaches to planning, teaching and assessing all elements of Early Literacy. All staff involved will have attended Network Events. Network Evaluation Forms collated and key messages sent to WS1 and WS2 schools. Glow Teams page hosts Network content and relevant data More focussed transition plans for Literacy in place between ELC/P1 and P2. Monitoring of attendance at any organised school level family learning sessions ELC and P1 Families are aware of the strengths and skills gaps of their children. Families of ELC sand P1 aware of how they can support their child in their development of foundational reading and writing skills. 	

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2019/20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
ELC	1.4, 1.3 & 3.1	V	2	<ul style="list-style-type: none"> • That the ELC is prepared and planned for the expansion to 1140 hrs • Relationships are built for a new ELC team with shared expectations and the division of duties • There is clarity of what the vision means for the young children in the ELC and the VVA are embedded in daily life 	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the planned impact and how will we know</i>	Date reviewed
1	What we are going to do. <ul style="list-style-type: none"> • EYO to take the lead in developing the team, structuring the timetable of learning for the team and ensuring clear vision for the year • Build relationships between new staff through regular planned meetings • Examine the structure of the ELC day, week and year to ensure appropriate activities are available to allow progress for all learners • Regular opportunities for all staff to share expectations, progress in learning and next steps • Staff, children and parents to review and adapt current VVA • VVA displayed and language used within the ELC 	EYT HT EYO All ELC staff	October 2019	<ul style="list-style-type: none"> • Positive feedback from parents about the new hrs and arrangements • Positive comments from the children about the environment and activities • Observations of the children's use of the environment • Discussions with the EYO to monitor learning timetable and progress and to ensure their comfort with the new role • Simple timetabling/ day/ term/ year • Staff meetings timetabled, created and linked to plan with clear outcomes for each meeting • Exit passes/ evaluations of how staff are feeling about learning and impact • Staff duties shared out/ • VVA for the ELC created through questionnaires /floorbooks 	

	<p>Why we need to do it.</p> <ul style="list-style-type: none"> • With an increase in numbers in August 2019 and the expansion of the service to 1140 hours the staff team need to explore further how early level can be delivered through the links with ELC and P1-7 class • Further develop staff leadership and look outwards and share their learning journey with the immediate learning community. Staff develop further their thinking by a visit and discussion with Sprouston. • Clarity of what the Vision means for very young children and how it reflects the current thinking around early learning and childcare. This will help staff use appropriate language on a daily basis and be able to observe how well the VV&A are embedded in daily life. 			<ul style="list-style-type: none"> • Language of VVA shared / displayed/ used • review with new ELC children, parents and staff 	
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Action Planner

2019/20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
ELC	1.3, 2.3& 3.2	IV & V	2	<ul style="list-style-type: none"> To have a clear and agreed leaning cycle for the ELC that will improve the learning and assessment of progress for every child To enable all staff to improve their leadership of learning and professionalism 	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the planned impact and how will we know</i>	Date reviewed
1	What we are going to do. <ul style="list-style-type: none"> Explore further and develop the learning cycle from planning through to assessment, tracking and monitoring and reporting and clarify how this looks and is used Explore how this learning cycle can be adapted to be used effectively out doors and in Explore how children understand their learning and what language they use to express their progress Develop our tracking and monitoring of children's learning in literacy and numeracy both in and out door Evaluate how well children are progressing over time Use HGIOELC, Building the Ambitions, 0-3 curriculum for our youngest 3 yr olds and a variety of planners, observation ideas etc to decide on what is best for our setting Develop our Learning Journeys to ensure progress is clear and next steps are evident Explore how we share learning and progress with parents 	EYT EYO and all EY staff HT PT	Dec 2019	<ul style="list-style-type: none"> Staff have a clear understanding of the learning process – discussions, exit passes Agreed yearly overview created Agreed planners, observation sheets, trackers and next step recording Displays of learning cycle with evidence of children's input as well as staff Discussions with children about where they are in their learning, what do they need to work on Floor books, displays with comments from parents Progress through trackers, specific time set aside to discuss progress and planning for learning Improved understanding of pedagogy and child development – observations, discussions with staff, contributions to group discussions and reviews of the cycle In learning journeys is the cycle clear? , is there input from children, parents and staff ? Are they being regularly used and updated? Are they accessible to children and parents? 	

	<p>Why we need to do it.</p> <p>Again with new staff working together and still trying to maintain links with the P1-7 class there needs to be agreement on which formats will be followed and what the expectations for all will be. There needs to be clarity on what progress has been made and which next steps need to be set.</p>				

Action Planner

2019/20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
ELC	2.2, 2.3, 3.1 & 3.2	II,IV & V	2/3	<ul style="list-style-type: none"> To develop our outdoor area to enable the development of skills and improve the health and wellbeing of all our children To ensure that staff and children are aware of and use the wellbeing indicators which allows improvement in H&WB 	
Process				Progress Tracker	
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: the planned impact and how will we know	Date reviewed	
1	What we are going to do. <ul style="list-style-type: none"> Continue to develop the indoor environment to further develop creativity and exploration with interesting objects to talk about and explore. Use literature to aid staff understanding. Develop pedagogy of outdoor learning and its place in child development Explore and plan how play and active learning can be developed in the outdoor environment. Explore out door learning in its fullest sense and make decision on what this will look like, how children will be involved and how staff will be able to track and monitor children's learning when both in and out doors 	EYT EYO and all EY staff HT PT	JUNE 2020	<ul style="list-style-type: none"> Planned outdoor learning work Development of the outdoor learning and how it relates to developing lit and num work Children's input into the development of outdoor learning areas, discussions with the children and staff Observations of activities outdoors Trackers include specific outdoor work 	
	Why we need to do it. As a school we have a huge outdoor area that needs to be utilised to the best benefits of the children. More use needs to be made not just for growing and planting				

2	<p>What we are going to do.</p> <ul style="list-style-type: none"> Plan and develop how the wellbeing indicators link to the vision and values of the setting. How these are delivered in the daily life of the setting Use the language of the wellbeing indicators with the children. 	<p>EYT EYO and all EY staff HT PT</p>	<p>Dec 2019</p>	<ul style="list-style-type: none"> Child friendly display of Wellbeing indicators Children's use of the language Evident in planning/ observations etc Child plans updated and used in planning/ tracking Use of language in Learning Journeys and reporting 	
	<p>Why we need to do it.</p> <p>We need to ensure that the language is being used regularly and that the children are using and understanding the language and also just how they feel within the wellbeing indicators</p>				