

Next Year (2019-20) We plan to:

Continue to develop the resilience of our learners.

We are continuing to develop our children's resilience by carrying on with year 2 of the Building Resilience programme we started last session. The children will work on the next 4 aspects of the programme with assemblies, home learning and class work on each area.



One member of staff will be trained in Growing Confidence and sessions will be offered to parents from both schools so that we can share the theory and training with parents to increase understanding of child development and needs which support the development of resilience.

We will continue to build on the Restorative approaches we have been using for any behaviour issues. This, along with our Rights Respecting Schools work will form a basis for a revised Positive Behaviour Strategy. This will go out to parents, staff and pupils for consultation.



Further develop our curriculum

Through our own self evaluation with teaching staff it was recognised that there was a need to further develop our ICT skills and knowledge in line with Curriculum for Excellence benchmarks. Our PT, Miss McArdle, will be leading on training the staff in areas that need to be developed which in turn will lead to better outcomes for the pupils in the class. We will also re-evaluate our current planning and progressions to ensure the children are receiving lessons that will develop their skills in technology uses.

We also recognised that we needed to carry out further work on the 1+2 languages which are expected on 2020. We are enlisting the help of an outside specialist to assist the staff in developing their skills as well as looking at the planning and progressions for the children. We will invest time to look at resources which will best fit the needs of our

Scottish Borders Council Education & Lifelong Learning

Quality Improvement Framework

Planning a Curriculum for Excellence



Heriot Primary School

School Improvement Report Parent Summary Session 2018-2019

Priority 1:

Improving how well children learn and achieve.

- ⇒ Some staff have started to become familiar with Emerging Literacy and have brought different early fine motor skills activities into the class. This has shown improvements in the children's readiness to write. Staff will continue to develop their understanding next session and introduce further activities to enhance early level learning and skills.
- ⇒ Staff developed new trackers to show children's progress through a level. The staff have used this information to set targets, ensure the addition of any necessary interventions to help children move on, whether that was class based or the need for some targeted Support for Learning and also to aid in the transition of information between classes and on to secondary schools. This more effective use of data has allowed a more targeted approach to match individual pupils needs.
- ⇒ We introduced a new spelling programme this year with more appropriate and modern words being used to aid spelling skills. A variety of active spelling activities were also added to the curriculum. This new progression has shown more clearly the children's progress through the levels. There has been improvement for most pupils as evidenced in their assessments and jotter work
- ⇒ Children have been introduced to Reciprocal reading in the upper class. This has developed independence for more able pupils and enables the class teacher to focus on targeted support for specific pupils or issues. The children were given roles of responsibility within the groups and this has boosted the confidence of many pupils.
- ⇒ In numeracy the children are using Basic Maths facts more effectively with some changes we have done this year. We have added a bit more self-competition with the tests done weekly and the children have been more competitive about it with all pupils having moved on a level. Also with the use of Sumdog, not just for competitions which we have been very good at, but also class learning there has been an increase in basic numeracy learning which has then enhanced the learning of more complex work.

Raised attainment across literacy:

Reading	17/18- 63%	18/19- 81%	(+18%)
Writing	17/18- 63%	18/19- 75%	(+12%)
Spelling	17/18-55%	18/19-53%	(-2%)

The spelling test results do not reflect the weekly assessments or uses in jotter work. We will re evaluate next session.

Numeracy	17/18-85.8%	18/19- 90.5%	(+4.7%)
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Priority2:

We have been developing our children's resilience skills.

- ⇒ As a school we have completed the first year of the Building Resilience programme. In school we are now hearing the children using the language of Building Resilience and some children are showing more confidence in approaching staff with concerns when they are unable to resolve issues. The children have also completed questionnaires about their own resilience. Most children feel safe in the school environment and know where to go for help if required. Most children are aware of their emotions and those of others. Most children have said that the activities and information shared in the Building Resilience work has made them think more about how they then react to things. In school there has been a drop in incidents between children that previously would have needed adult intervention.
- ⇒ All staff have been trained on Restorative approaches when dealing with negative behaviours. There has been a drop in these incidents in school. There have been calm, consistent conversations between staff and pupils. The children are better able to listen to each other when things go wrong and also return to learning in the classes much quicker.
- ⇒ Most children are aware of the articles in the UNCRC through the work of the Rights Respecting Schools group. The school has its charter and each class also has their own one.