

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Danestone Primary
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<https://danestone.aberdeen.sch.uk>

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Context of the school:

Danestone Primary is a non-denominational school situated in the Bridge of Don area of Aberdeen and is part of the Oldmachar ASG. The current roll is rising, this session we have approximately 230 pupils with an additional 40 pupils in nursery.

Almost all our pupils live within the community in private housing in the SIMD 6-8 deciles. The uptake of free school meals and clothing grants are consequently very low.

The school opened in 1986 and the building is generally, in good condition, both internally and externally. The building is surrounded by an extensive grassy playground which incorporates natural play areas. We have recently introduced Loose Parts play to the school to help develop quality play at break and lunchtimes.

Our school provides a very nurturing and inclusive learning environment. Accordingly, pupil exclusions are extremely rare, with every effort being made to support all pupils to achieve their full potential in school.

There are 22 members of staff working under the leadership of a newly formed Senior Leadership Team (Aug 2018), which consists of a Head Teacher, Depute Head Teacher and Principal Teacher. There are 10 primary classes and they are supported by 5.02fte pupil support assistants. Danestone is the Confucius Hub for Aberdeen City and recently held a successful launch event to promote Mandarin across the city. We have a volunteer Mandarin teacher and a student teacher who work together to deliver Mandarin Lessons from Primary 1 - 7. Mandarin is embedded throughout the school and several members of staff have completed additional training to ensure high quality lessons throughout the school.

Visiting teachers include 0.2fte PE and a number of musical instrument teachers. The school continues to have a very skilled and able Pupil Support Team who use their skills to work towards our excellence and equity aims. The school was also supported throughout the year by a number of skilled outreach teachers, regular parent and community volunteers who brought a wide range of skills, knowledge and experiences to our curriculum.

All staff, through Life and Ethos contexts are leading school developments in a variety of ways to promote our Vision and Aims throughout the school. This was extended to our P7 pupils who very successfully assumed whole school responsibilities throughout the whole school year.

Our nursery team, of one teacher and three part-time early years practitioners, continued to build on a very positive 2016 Care Inspectorate inspection, where all areas of inspection were rated as very good. Their teamwork and expertise ensure a high-quality provision for our nursery pupils.

The nursery report is available at <http://www.careinspectorate.com/index.php/type-of-care>.

We have an active and motivated Parent Council who meet on a monthly basis to fundraise and support the school to take forward key developments. The parent council have been raising funds to improve our playground and are currently sourcing playground equipment to facilitate Outdoor learning.



School vision statement:

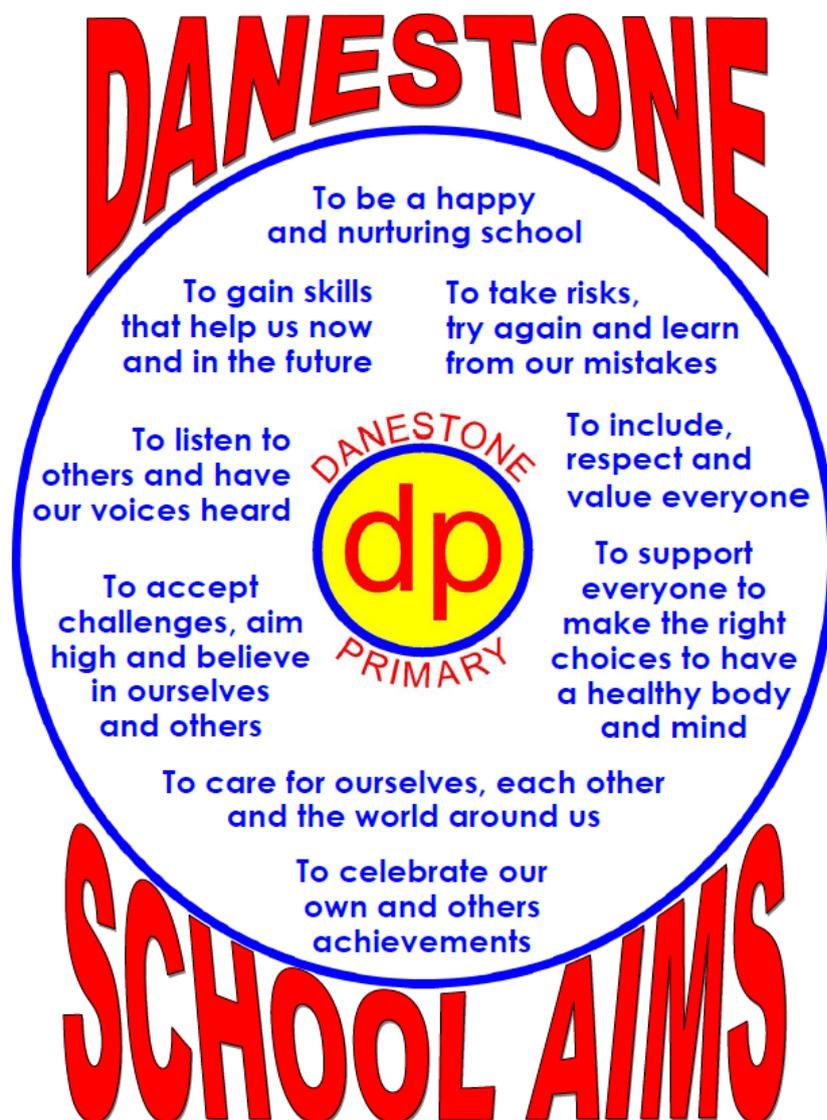
At Danestone School we strive to inspire everyone to be motivated and have a love of learning.

We all have the right to be safe, healthy, included and valued. Everyone is supported and encouraged to be respectful towards others.

We believe everyone should be engaged in meaningful and challenging learning.

We support each other to aim high, achieve success and fulfil our highest potential.

School aims:



Updated April 2018

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Developing effective Assessment procedures	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Professional dialogue linked to planning for assessment has highlighted staff views on current practice, which has led to a review of all planning and assessment formats. • Through a series of collegiate activities almost all staff have developed a greater understanding of a range of assessment techniques and strategies. These are evident in most classes throughout the school and where used most effectivity are playing a part in raising attainment. • Professional dialogue and classroom monitoring confirm literacy and numeracy contexts are based on curriculum progressions with Es and Os being used for planning and benchmarks for assessment. These are being implemented in all classes. • To support staff, Big Writing, Big Maths and Reflective Reading trackers have been updated to include the Benchmarks which has led to improved planning for learning, ensuring relevance is evident in all classes through classroom monitoring • Monitoring of Learning Journeys has highlighted the gaps in the system and led to a review of current practice. Parents, staff and pupils have been involved in reviewing how we evidence assessment and pupil progress through Learning Journeys. New guidance for staff has been produced to help ensure portfolios link to progress and evidence achievement of a level. • ASG moderation with a focus on holistic assessments has supported staff in their understanding of the moderation cycle. Collaborative discussion with colleagues from across the ASG, provided staff with confidence, reassurance and fresh ideas. This enabled them to create holistic assessments of their own to use in class and share with colleagues. 	
<p>Next Steps</p> <ul style="list-style-type: none"> • New planning and assessment formats to be trialled and evaluated. All new staff to be trained in use of assessment trackers and planning formats. • New guidance for Learning Journeys issued, trialled and evaluated. • Continue ASG moderation with time build into Collegiate hours. 	

2017-2018 Improvement Priority 2:

Ensure that the principals and practices of AiFL are embedded in all classes

NIF Priority

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

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- PT and CT led Tapestry programme for all staff. Peer observation evidenced increased teacher confidence in the use of AiFL strategies to improve learning and teaching
- Head Teacher trained as Assessment leader and staff training sessions held to increase confidence and knowledge of assessment and moderation. This has been evidenced through professional dialogue, coaching and mentoring sessions and tracking and monitoring meetings.
- Pupil focus groups have highlighted strengths in their understanding of their overall progression pathways but also the gaps in their understanding of the steps required to make this happen.

Next Steps:

- Focused staff training to ensure pupils can talk about the next steps they need to take, to progress their learning in literacy and numeracy
- Develop approaches to assessment more closely informed by the curriculum benchmarks
- Continue to develop collaboration with colleagues to support planning and the use of AiFL strategies, assessment and moderation
- Link professional judgement of CFE levels achieved to a more robust evidence base.

2017-2018 Improvement Priority 3: Review our curriculum in line with the National Improvement framework and the needs of Danestone

NIF Priority

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

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- The engagement of all stakeholders in Inset day and subsequent working groups has informed updated vision and aims which has resulted in a draft curriculum rationale, defined by the uniqueness of Danestone School being embraced by all staff and pupils.
- All staff have engaged with ACC numeracy progression and most staff are using this effectivity to plan progressive learning experiences evidenced through classroom observations and coaching and mentoring meeting.
- An updated writing tracking document has supported class teachers to deliver a progressive and coherent curriculum that supports all our pupils to reach their full potential. This is evidenced through our monitoring and tracking systems.

Next Steps:

- Finalise curriculum rationale with full implementation across nursery and primary classes.
- Update Vision, Values and Aims in line with Curriculum rationale.
- Continue to review curriculum rationale annually to ensure relevance and uniqueness is up to date.
- All staff to engage in progression frameworks to support planning, assessment and moderation
- Begin to look at whole school IDL contexts based on curriculum progressions.

2017-2018 Improvement Priority 4: Raising attainment in literacy, language and communication taking a developmental approach to Emerging Literacy	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership (Leadership – SAC) • Teacher professionalism (Learning and Teaching – SAC) • Parental engagement (Families and Communities - SAC) • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Staff teaching Early Stages have attended training for Emerging Literacy which has provided them with the expertise to carry out Emerging Literacy assessments and analyse data. This has allowed them to plan developmentally appropriate learning experiences, tracking progress. • Data has been critically analysed against SNSA results and benchmarks to support professional judgement of achievement of a level. • Assessments have been shared with families through pupil Learning Journeys giving parents an increased understanding of their child's progress to date. • Staff have engaged in professional dialogue through network meetings encouraging high level questioning of practice and creation of next steps. 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Introduce family learning workshops to enhance parental awareness and engagement. This will strengthen home school links and promote home learning. • Roll out Emerging Literacy programme for targeted children across school. • Continue to monitor and track progress of pupils across primary 2. 	

Pupil Equity Fund 2017-2018 (Budget £4,800)
Evaluation of Intervention Impact

Plan 1: Literacy Teaching group

Provide a targeted group of pupils (8-10 pupils) with two hours a week additional, out of school hours, literacy teaching. One hour after school on a Monday & a second on a Thursday. These classes will run all year, with an opportunity for parents to participate/support where appropriate.

Impact and Evidence

Due to lack of uptake for an after-school programme, this was changed to a school-based activity with two groups running weekly. P1-4 for two hours and P5-7 for two hours once a week.

- Group A- P1-4 pupils. Almost all pupils have made progress with their writing and are now on track to achieve first level before or by the end of primary 4. These pupils had little or no confidence in themselves as writers at the start of this intervention but by using drama as a planning tool, they have developed their self-confidence resulting in improved confidence when writing. The pupils are much more enthusiastic about writing; this is evident through the quality and quantity of the work they are producing and recorded using our writing moderation tracker.
- Group B- P5-7 pupils. The majority of pupils have made progress with their writing and are now working on second level targets. A minority are making very little progress and additional support will need to be put in place to support them going forward. Although the pupils are still not on target to achieve second level by the end of P7, their self-confidence has improved and almost all of the pupils are using a much wider range of vocabulary and they are effectively using drama work to plan and extend their writing.

Attainment results June 2018 Pupils now on track to achieve expected milestones

Group A P1-4	On track to achieve/achieved	Group B P5-7	On track to achieve/achieved
	56%		30%

Attainment Results June 2018 – Pupils who have made progress in writing during timescale of intervention

Group A P1-4	Pupils who have made progress	Group B P5-7	Pupils who have made progress
	100%		80%

The pupils who are still not making the expected progress or are still not on track to achieve will be supported by the new Reading Wise programme in school to improve their decoding skills. A smaller more intensive programme of intervention will be implemented with the pupils who are not on track to achieve they will receive further literacy support, with a focus on life skills and functional writing.

Plan 2: All pupils from the targeted group are given the opportunity to participate in all aspects of school life with no financial commitment from the family.

Impact and Evidence

- Extra-curricular activities- Residential for P5-6. Parents offered Endowments Trust application forms to help aid funding. Families in receipt of FSM offered additional funding from PEF fund.
- P7 activities week – Funding provided for our FSM pupils to enable them to participate in these outdoor activities.
- These pupils are now able to participate in the wider life of the school and are not discriminated against due to financial restraints.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	5
1.3 Leadership of change	5
2.3 Learning, teaching and assessment	5
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Securing Children's Progress	5

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses

1	Unsatisfactory	major weaknesses
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Capacity for continuous improvement statement

Danestone Primary School has a very good capacity to continuously improve. Both pupils and staff show a keen interest in their ongoing learning and are motivated to support the school to continue improving. This is evident in pupil and parental involvement in whole school improvement groups and committees. Pupil, parents and staff were involved in the creation of our Curriculum rationale and their voice underpins our approach and ethos. Staff are committed to collegiate working to build capacity and capability to ensure equity for all learners. This is strengthened by staff engagement with the Quality Indicators and GTCS professional standards.

Building on staff action research projects and their professional ability to identify and reflect on individual development needs, staff have improved their classroom practice, linked to school improvement priorities. Where these interventions have proven to have a positive impact, they have been rolled out across the whole school to ensure impact across pupil learning and attainment.

All staff effectively use their career long professional development time to improve as professionals and to support the school to continue to move forward. Staff are increasingly confident and skilled in AifL due to the Tapestry programme and the focus on peer observations. This will be developed this session with staff being encouraged to visit other establishments.

Danestone have a new Senior Leadership Team (Aug 2018) who will bring new skills and attributes to the school, they will support and nurture leadership capacity across all the staff and pupil teams. This session, we are fully staffed with three new members of staff, one fully qualified and two probationer teachers. All members of staff and senior pupils have individual whole school responsibilities and leadership roles.

New strategies have been put in place to monitor and evaluate the impact of learning and teaching on our learners and the work of the school. Termly learning and teaching meetings which will have a focus on tracking and monitoring of pupils' attainment.

We will continue to have a wide range of pupil groups who add to the life and ethos of the school. The committees are engaging with local and national initiatives which further develops our pupils understanding of the world around them. Developing the Young Workforce will become more evident as we seek to improve attainment through a progressive and coherent approach to learning.

Along with the continued support of the parent forum, the school has a number of effective local, national and international partnerships that build capacity and support the school's work.

Our school audit, which has a focus on the core QIs indicates that the school is continuing to make good progress and has the capacity to make very good progress. Our tracking and monitoring evidences that attainment is increasing, and literacy interventions are having a positive impact, particularly on our learners in the early stages and our PEF pupils.

IMPROVEMENT PLAN 2018-2019

Danestone Primary



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> • Expand Early Learning and Childcare by 2020. • Utilise Partnership Forums to address the 4 NIF priorities. • Establish Aberdeen as a UNICEF Child Friendly City. • Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> • Expansion of Early Learning and Childcare • Increased collaboration across schools and ASGs • Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> • Numeracy • Early Years' Literacy • Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> • Close the Gap through effective multi-agency working • Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> • Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> • Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying • Increase access to high quality play experiences and effectively utilisation of outdoor space • Reduce youth crime • Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> • Adverse Childhood Experiences • Resilience and mental health
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> • Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> • Learner Pathways

2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

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

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

Improvement Priority 1:

Improvement in attainment - literacy and numeracy

Improvement in Literacy and numeracy

Lead Responsible:

Partnership Forum (where appropriate):

Next Steps Identified from Session 2017-18:

- Introduce family learning workshops to enhance parental awareness and engagement. This will strengthen home school links and promote home learning.
- Roll out Emerging Literacy programme for targeted children across school.
- Continue to monitor and track progress of pupils across primary 2.
- Focused staff training to ensure pupils can talk about the next steps they need to take, to progress their learning in literacy and numeracy
- Develop approaches to assessment more closely informed by the curriculum benchmarks
- Continue to develop collaboration with colleagues to support planning and the use of AiFL strategies, assessment and moderation
- Link professional judgement of CFE levels achieved to a more robust evidence base.

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have increased confidence and working knowledge of literacy and numeracy progressions to inform moderation and professional judgement of levels.
- By June 2019, pupils at Early Stages and targeted pupils across the school will experience Emerging Literacy programme strategies to support their progress towards achieving expected levels.
- By June 2019, all parents will receive training, to allow them to support their children through family learning. All parents from nursery-P7 will be invited to attend information sessions to support family learning in Literacy and Numeracy. Resources will also be available on our website.
- In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 90% by June 2019.
- In reading and writing all pupils will make progress with attainment in P1, P4, P7 reaching at least 80% by June 2019
- In numeracy, all pupils will make progress in levels of attainment in P1, P4, P7 reaching at least 80% by June 2019
- By June 2019 targeted pupils across the school will experience Struggling Mathematicians programme strategies to support their progress with at least 75% achieving expected levels

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
<ul style="list-style-type: none"> • Staff confidence in Emerging Literacy – phonological progressions- will be increased – Measured through professional dialogue in Learning and 	Teacher's Professionalism through School Leadership <ul style="list-style-type: none"> • Deliver a whole-school collegiate session on 'Taking a 		CLPL GTCS 2.2 (curriculum)	Carina Eloff and Mairead McLoughlin Class Teachers	Oct 18	Behind Schedule
						Not Actioned

<p>Teaching meetings and confidence questionnaire</p>	<p>Developmental Approach to Emerging Literacy’.</p> <ul style="list-style-type: none"> P1 Teacher undertaking MEd studies in Early Education 					
<ul style="list-style-type: none"> Targeted pupils across the school will be immersed in the emerging literacy programme and this will be evidenced through planning, assessment and tracking of CfE attainment. 	<ul style="list-style-type: none"> Deliver a whole-school approach to phonological awareness, introducing the assessment tools and learning resources: Early Level Universal use of the assessment in P1; planning for phonological awareness skills using the learning resources. In nursery the focus will be on developing early phonological skills and pre writing activities. First Level – Targeted use of the assessment in P2 – P4 for those children who have gaps; whole class, small group and individual planning using the learning resources. Second Level – Targeted use of the assessment in P5 – P7 for those with persistent literacy difficulties; whole class/ small group planning through seize the moment and targeted work using learning resources in combination with literacy interventions. 		<p>CLPL</p>	<p>Carina Eloff and Mairead McLoughlin Class Teachers</p>	<p>Dec’ 18</p>	
<ul style="list-style-type: none"> Parental engagement - Parents will be more meaningfully involved with their child’s learning and supported to engage with the Emerging Literacy programme at home. Baseline and post assessment Parental feedback sheets 	<p>Parental Engagement</p> <ul style="list-style-type: none"> Family learning workshops Bumps to Bairns Workshops Online video guides to support parents at home. Parent guides will be issued and displayed on website. 		<p>Parent workshops</p>	<p>Carina Eloff and Mairead McLoughlin Class Teachers Susan Blair - DHT</p>	<p>Dec 18</p>	

<ul style="list-style-type: none"> Google forms questionnaire 						
<ul style="list-style-type: none"> Moderation of reading across the school – improved teacher confidence and identified next steps. Staff confidence questionnaire. 	Staff collegiate meetings to develop staff knowledge and understanding of the range of evidence which can be gathered to show achievement of a level in reading.		CLPL Professional dialogue	Elaine Page HT Susan Blair DHT (QAMSO)		
<ul style="list-style-type: none"> Tracking of progress in literacy leading to increased attainment Teacher confidence at making evidence-based predictions of achievement of a level. 	Professional Dialogue – data linked to attendance and engagement of targeted pupils across the school, nursery to P7 Link with 2.2 curriculum and 2.3 learning, teaching and assessment through termly Learning and Teaching meetings and ongoing Tracking and Monitoring systems in place.		CLPL Professional Dialogue	SLT / Class Teachers	Aug 18 – June'19	
<ul style="list-style-type: none"> Evidence collated by assessment lead who will actively coordinate whole school assessment and moderation work 	<p>Teachers' professionalism through School Leadership</p> <ul style="list-style-type: none"> Assessment leader to lead assessment and moderation in school All teachers engage in training All teachers increase their use of AifL to support and extend pupil progress 		Assessment leader resources on Google Drive	Elaine Page HT	Aug 18 – June'19	
<ul style="list-style-type: none"> School based evaluations through Learning and Teaching meetings and all teachers and EYPs involved in peer support work, within and out with own school. – Evidence PRD and Professional dialogue 	<ul style="list-style-type: none"> A programme of class teacher peer observation and mentoring established across ASG schools and city wide. 		Liaison with other establishments	Elaine Page HT	Aug 18 – June'19	
<ul style="list-style-type: none"> Pupils' participation in evaluation of learning linked to literacy and numeracy supporting increased engagement in learning (Leuven Scale and pupil dialogue) 	<p>Teachers' professionalism through School Leadership</p> <ul style="list-style-type: none"> Staff engagement in HGIOS and pupil engagement in HGIOURS 		CLPL Professional Dialogue	SLT / Class Teachers	Aug 18 – June'19	

	<ul style="list-style-type: none"> Nursery staff engaging in HGIOELC and Building the ambition Initial implementation of resource with targeted group of pupils and staff. Q12.2, Q12.3 					
<ul style="list-style-type: none"> Targeted pupils across the school will be immersed in the Struggling Mathematicians programme and this will be evidenced through planning, assessment and increased attainment. Baseline assessment completed, progress tracked throughout programme. 	<ul style="list-style-type: none"> Class teacher will lead staff training session with teaching and support staff. Children will be identified, and support given. 		Struggling Mathematicians Programme of study and resources	Lynn Greenwood - CT	Aug 18 – June'19	
<ul style="list-style-type: none"> Pre and Post questionnaires issued to all staff and pupils Raised attainment in numeracy Pupil confidence in numeracy will be increased as evidenced through pupil confidence questionnaires. Pupil dialogue will improve –measured through pupil sampling and learning conversations with SLT. 	<p>Teachers' professionalism through School Leadership</p> <ul style="list-style-type: none"> Staff training and resourcing for staff. Number Talks will be trialled across all classes, children will be more confident in verbalising their numerical understanding. 	£200 (TBC)	Number Talks training provided by ACC.	Leanne Duncan -PT	Aug 18 – June'19	

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people in Danestone Primary		
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 		
<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information 		
		
<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 		
<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment 		
HGIOS?4 QIs		
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children’s progress (ELC) 3.3 Increasing creativity and employability
Curriculum for Excellence – Entitlements for all children and young people		
<ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 	<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 	

2. Every child and young person is entitled to experience a broad general education.

3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.

6. Every young person is entitled to support in moving into a positive and sustained destination.

**Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in Danestone Primary**

Lead Responsible: Elaine Page (HT)

Partnership Forum (where appropriate):

Next Steps Identified from Session 2017-18:

- Develop the confidence of staff in the use of data to identify individual gaps and ensure that interventions are timely and relevant. New tracking and monitoring systems introduced to give staff a deeper understanding of pupil levels.
- Develop pre and post assessments to ensure staff have a clear understanding of pupil knowledge to ensure effective pace and challenge.
- Resilience was identified as a key priority through our Curriculum rationale work last session with all pupils and SLT, teaching staff and PSAs observations of pupil opt out of activities/ lessons.

Expected Outcome(s) for whom, by when, by how much?

- Increasing confidence and engagement with school for our most disadvantaged pupils providing targeted support for basic literacy and numeracy skills, leading to an improvement in attainment by June 2019
- By June 2019 we will have provided support for the emotional wellbeing of our targeted pupils, ensuring pupils have practical strategies and life skills to handle challenges and adversity encountered, with all our targeted pupils showing an increase in almost all Wellbeing Indicators.
- By May 2019, CfE attainment data will show a reduction in literacy and numeracy gaps between our pupils and also those in comparable schools.
- By June 2019 all staff will have increased confidence in using data to identify and address gaps in all children's learning
- In reading, at least 70% the targeted group of pupils make progress towards achieving expected Tools for Reading benchmarks by June 2019

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation.	Teachers' professionalism through School Leadership Attendance of members of SLT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to class teachers		CLPL	SLT	December 2018	
SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.	Teachers' professionalism through School Leadership SLT attendance at authority led training events		SLT	CT- TBC SLT	Term 1 Session 2018-2019	

	SLT engagement with BGE tool to support comparison between similar schools and others.					
<p>CfE progress tracked through termly Learning and teaching meetings with staff</p> <p>Reading Wise data analysed for targeted group – Reading ages of targeted pupils recorded at the beginning and end of intervention.</p> <p>Pre and post assessment of targeted pupils.</p> <p>CFE results-tracking and monitoring</p> <p>Learning and Teaching meetings / professional dialogue with SLT</p> <p>Class Teachers to complete in depth STEP questionnaire for each target child alongside a range of Literacy and Numeracy assessments. These baseline assessments will form a triangulation of evidence alongside daily STEP generated personalised exercises.</p>	<p>Literacy – Reading Wise introduced to support targeted pupils.</p> <p>Talk Boost – Implementation of Talk Boost Programme in Nursery and P1</p> <p>STEP – key PSA staff plus member of SLT have been trained in this programme. Target children identified to begin the programme in Term 1.</p>	<p>£1800 (3 year membership)</p> <p>£500</p> <p>£160</p>	<p>Reading Wise Programme</p>	<p>Leanne Duncan PT Gillian Taylor PSA Susan Blair DHT</p>	<p>Session 2018-2019</p>	
<p>Attainment data; tracking and monitoring meetings; short and long-term planning to reflect targets; Self-evaluation and reflective practice Parent, pupil and staff voice SLT sampling of work</p>	<p>Numeracy- Struggling Mathematicians programme implemented across P4-7 for targeted pupils through staff training and resourcing.</p>	<p>£300</p>	<p>Struggling Mathematicians CPD</p>	<p>SLT CT</p>	<p>June 19</p>	
<p>All pupils from the targeted group are given the opportunity to participate in all aspects</p>	<p>Extra-Curricular trips + residential days away. Funds made available to the targeted group</p>	<p>£1000</p>		<p>Elaine Page HT</p>		

<p>of school life with not financial commitment from the family. Parent and pupil opportunities to feedback. Pupil voice through HGIOURS. Leuven scale</p>	<p>to ensure they can participate in all extra-curricular activities, residential experiences or school trips without cost to their families</p>					
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Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 2

Improvement Priority 3: Improvement in children and young people’s health and wellbeing.

<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 			<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information 					
<p>LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 			<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment 					
<p>HGIOS?4 QIs</p>								
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 		<ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 		<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability 				
<p>Curriculum for Excellence – Entitlements for all children and young people</p>								
<ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. 			<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. 					

**Improvement Priority 3:
Improvement in children and young people's health and wellbeing**

Lead Responsible: Elaine Page (Head Teacher)

Next Steps Identified from Session 2017-18:

- Resilience was identified as a key priority through our Curriculum rationale work last session with all pupils and SLT, teaching staff and PSAs observations of pupil opt out of activities/ lessons.
- Classroom observations and Learning and Teaching meetings highlighted the lack of a consistent HWB programme across school.

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Improved learning experiences in health and wellbeing for all pupils through discrete learning by July 2019
- Increase of at least 50% of targeted pupils reporting agreement with selected questionnaire statements relating to staff and peer relationships
- Increase in all pupils' levels of resilience as gauged through SHANARRI / Growth mind set feedback

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
<ul style="list-style-type: none"> • Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of the HWB curriculum and engagement of pupils. (Leuven scale and planning) • Dialogue with pupils indicates improved learning across HWB (pre and post intervention) • Self-evaluation through HGIOS 4 + HGIOURS, HGIOELC 	<p>Teachers' professionalism through School Leadership Staff engage in audit of HWB curriculum. Early Level to Third Level) Discrete programme to be created to support progressions based on IDL already identified. QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group</p>		CLPL	SLT	August - June 2019	Behind Schedule
			CLPL	Susan Blair and Leanne Duncan		Not Actioned
<ul style="list-style-type: none"> • Staff professional dialogue indicates an increased awareness and understanding • SHANARRI Wellbeing questionnaires • Pupil voice • Pupil engagement 	Collegiate activities focusing on Growth Mind Set, Resilience and SHANARRI Wellbeing-with staff training provided and additional resources provide to support staff to deliver lessons		CLPL	Susan Blair and Leanne Duncan		

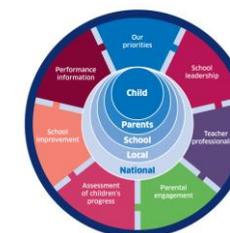
<ul style="list-style-type: none"> An improvement in the teaching of the Health and Wellbeing curriculum – monitoring visits and learning walks. Engagement of pupils –Leuven Scale Pupil Voice through HIGOURS 	Implementation of Bounce Back programme to support HWB progression.	£500	CLPL Staff In-Service Day	SLT	June 2019	
<ul style="list-style-type: none"> Measure parent/carer understanding through 1-5 scale prior and post engagement Increased percentage of parents engaging with Marvellous Me at home 	Plan engagement with parents/carers to raise awareness and understanding of well-being indicators Re-launch of Marvellous Me app – Drop in session to review app for all staff			Leanne Duncan PT Elaine Page HT		
<ul style="list-style-type: none"> Feedback from pupils demonstrates improvements in how behaviour incidents are managed and resolved Monitor and review log of bullying incidents Feedback from pupils and parents Reduction in number of pupils kept inside at break and lunchtimes 	Review promoting positive behaviour policy and promote shared understanding of updated expectations.			SLT + Whole staff		
<p>Pupils' wellbeing will improve, and targeted group of children will have increased levels of wellbeing which will support engagement in learning.</p> <ul style="list-style-type: none"> Leuven Scale Parent, pupil and staff voice Attainment data Tracking and monitoring meetings Self-evaluation evidence using HGIOS 4, HGIOURS and HGIOELC SHANNARI questionnaire 	<p>Health and Wellbeing- Provide Relax Kids sessions for targeted pupils.</p> <p>Growth Mind Set lessons will be rolled out across all classes. Staff will be trained in Growth Mind set and Mindfulness.</p> <p>Outdoor Learning- Introduction of an outdoor leaning programme in school. Staff will be trained in a variety of ways to integrate outdoor learning into their daily teaching.</p>	<p>£800</p> <p>£200</p> <p>£1000</p>	<p>Suzi McWilliams –Relax Kids</p> <p>Resources for staff – Growth Mind set, Mindfulness</p> <p>Muddy Boots training for staff Resources for Outdoor play</p>	SLT	Aug 18 – June'19	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 3

2018-2019 Improvement Priority 4: Review and evaluate IDL programme to reflect our curriculum rationale



NIF Priority

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

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
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|---|---|
| <p>2. Every child and young person is entitled to experience a broad general education.</p> <p>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</p> | <p>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</p> <p>6. Every young person is entitled to support in moving into a positive and sustained destination.</p> |
|---|---|

Improvement Priority 4: Review and evaluate IDL programme to reflect our curriculum rationale to include improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Lead Responsible: SLT

Partnership Forum (where appropriate)

Next Steps from 2017-2018

- Finalise curriculum rationale with full implementation across nursery and primary classes.
- Continue to review curriculum rationale to ensure relevance and uniqueness is up to date.
- All staff to engage in progression frameworks to support planning, assessment and moderation
- Begin to look at whole school IDL contexts based on curriculum progressions

Expected Outcome(s) for whom, by when, by how much?

- All children will increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019
- All children will increase their digital skills to support learning across the curriculum by June 2019
- By June 2019, all staff have an increased confidence in planning and delivering the curriculum for children linked to the World of Work
- All staff and pupils will increase their knowledge and understanding of Outdoor Learning and by June 2019, Outdoor learning will be incorporated within our curriculum.

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
						Behind Schedule
						Not Actioned

<ul style="list-style-type: none"> Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue New IDL progression and supporting documentation linked to the E+Os and benchmarks. - evaluated A successful World of Work week including local businesses and the local community – Pupil, business and parent questionnaires 	<p>Teachers’ professionalism through School Leadership</p> <ul style="list-style-type: none"> Evaluate IDL curriculum- Nursery and School Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of the school and nursery with the world of work Create a flexible programme of study, incorporating Outdoor Learning to meet the needs of our children and to take account of pupil voice. 		Staff meetings / development time	All staff Parent’s Pupils	Aug 18- Jun 19	
<p>Pupil Engagement – Leuven Scale Professional Dialogue – Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks Monitoring – SLT / Peer Parental engagement Professional dialogue</p>	<ul style="list-style-type: none"> Collaborative Curriculum Planning of learning and assessment across overarching themes with a focus on ‘World of Work’. 		Staff meetings / development time	All staff Parent’s Pupils	Aug 18- Jun 19	
<p>Pupil Consultation – HGIOURS Professional Dialogue Self-Evaluation</p>	<ul style="list-style-type: none"> Continued development of curriculum – Discrete subjects; digital technologies; development of skills 				Aug 18- Jun 19	
<p>Outdoor Learning will be evident in our playground, nursery garden and surrounding areas. All classes across the school will be embracing the natural environment on a weekly basis.</p>	<p>Teacher’s Professionalism through School Leadership</p> <ul style="list-style-type: none"> Staff training to develop confidence, knowledge and understanding of Outdoor Learning. Staff to use the Outdoor environment effectivity to enhance purposeful and relevant teaching and learning across the curriculum, including in the core subjects. 		Mucky Boots training for all staff. Staff development time. ACC Ranger service.	All staff Parents Pupils	Aug 18- Jun 19	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 4

Pupil Equity Fund Budget Allocation April 2018 - £6000

Pupil Equity Fund Rationale 2018-2019

‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

The examination and analysis of whole school data looked closely at our pupils with free school meals, pupils in SIMD 1-6 deciles and those pupils out with these groups whom we feel are at the highest risk of losing out socially, emotionally and/or academically. We have a variety of individual and group programmes and supports in place for those pupils who require additional support socially and emotionally. These supports are evaluated as being very effective in providing the necessary supports for the pupils in our targeted analysis group. Our analysis found that, with our parents and other partners, we were providing very good pastoral supports. To support social, emotional and academic learning we provide as wide a range of educational experiences in and out of school, both within the school day and where appropriate residential. To ensure equity for all pupils we would like to be in the position to guarantee that no family in receipt of free school meals is asked to contribute financially towards the educational experiences of their children (including nursery snack). The analysis of attainment for this group of 40 pupils indicated that the majority of pupils from P1-3 were meeting the expected learning milestones but as they progressed into P4-7 only some of pupils were meeting all the expected learning milestones.

Whole school data trends indicate that there was a cumulative gap in pupil attainment, particularly within literacy, but also in numeracy. This was most apparent with our pupils from P4-7.

With an understanding of the statistical trends, we further analysed individual pupil's gaps in learning and what supports were already in place to close the gap.

These pupils have been identified as having low self-esteem, lack of confidence and are not achieving their full potential. These children have been identified through our tracking systems, standardised assessments and professional dialogue. Most of these children are within deciles 3-6.

In order for these children to improve academic attainment we want to initially target emotional wellbeing. Relax Kids will provide sessions in school once a term with school staff supporting and developing this approach in their classroom practice. The DHT and PT will be timetabled to deliver Growth Mind Set lesson across all stages and staff training will be provided to upskill all members of staff. Resources will be purchased to support staff to develop this programme in their own classes.

One member of staff has been trained in the Struggling Mathematicians programme and will provide staff training to cascade these approaches throughout the school with the targeted group being the priority.

Whole school data analysis indicates:

Attainment

The main pattern emerging is that pupils within the lower deciles generally have low levels of attainment for literacy and numeracy. A number have challenges with developing positive relationships.

70% of the pupils within this group are achieving expected CfE level and beyond within Numeracy and therefore 30% are not on track to achieve expected levels.

In Literacy 54% of the pupils within this group are achieving expected level and beyond and 46% are not on track to achieve the expected level.

Attendance & Punctuality

Most of the children have very good attendance. Lateness is an issue for a few of the children.

Exclusion/Inclusion

A few of our pupils require additional support to allow them to fully engage with the curriculum. Although improvements have been made this session, more intensive support is required to allow them to fully engage with their learning in school. Relax kids and additional Growth Mind Set lessons will support these pupils and help build resilience.

Wellbeing

Using a SHANARRI wellbeing questionnaire we profiled a few pupils who require different levels of intervention to meet their individual Social and Emotional Needs. These children have received the support of PSAs and this will continue throughout the new school year with added support from Relax Kids to provide targeted support.

Engagement (in every lesson and beyond)

It is recognised that in each class the majority of pupils engage well in their learning. However, within each class a minority of pupils (FSM and vulnerable) find it challenging to fully engage and are frequently off task despite the additional support of PSAs etc.

Participation

We will undertake a whole school survey to ascertain which FSM children do not have the opportunity to participate in “extra-curricular” activities. By undertaking this we will find out which FSM pupils have never had the opportunity to experience visits to local places of interest and beyond. Therefore, additional funding will be used to cover the additional costs of transport for class trips, allowing pupils to experience increased cultural and learning experiences.

In summary

Danestone School data indicates that despite a number of interventions to support raising attainment there are still pupils who are behind where they should be in terms of their academic achievements. There are groups of pupils who continue to require a range of targeted support to meet their varying needs. We have individual plans for each child within the identified group so that we can plan specific interventions and measure impact.

***Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

- Provide Relax Kids sessions and Growth Mind Set lessons
- Introduce number talks/ Struggling Mathematicians through staff training and resourcing
- Continue Practical Literacy Group to increase confidence and skills leading to increased attainment levels. Introduce Reading Wise

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QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	Susan Blair –DHT Leanne Duncan – PT Elaine Page - HT
Emerging Literacy	Carina Eloff – CT Mairead McLoughlin -CT
Pupil Equity Fund	Elaine Page - HT
My world of work – continue to develop DYW	Leanne Duncan – PT
Continuing 1+2 Modern Languages	Jenny Taylor- CT
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version) 	Siobhan Cook – Garden Gang Elaine Page – ECO Evie Stevenson Charities Jenny Taylor - ACE Chloe Bruce - Safety Heroes Tech Team Fiona Black- I Bike Castle Captains

Nursery and Early Years (Including Transition)	Susan Blair - DHT
Global Citizenship Rights Respecting Schools Award Fairtrade	Jenny Taylor – CT Chloe McNally -CT
Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs	Elaine Page - HT
Development of Digital Technologies - including website, Twitter account, Google Classroom	Chloe Bruce - CT

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	School Improvement Audit meetings Staff meetings On-going discussions with SMT	May 2018
Children / Young People	Life and Ethos groups – every Wednesday afternoon	September 2018
Parents	Parents – Consultation (Open Day) Curricular workshops Parent Council Parent Feedback sheet	March 2018
Associated School Group	ASG Meeting	Various throughout the year
Partnership Forum Group	ASG Partnership discussing ASG School Priorities	Various throughout the year

Date uploaded onto website: October 2018

