



Burnbrae Primary

Standards and Quality Report 2017-18 Improvement Plan - Year 2018-19



Contents – Standards and Quality Report

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1. Our School Vision, Values and Aims

At Burnbrae Primary our vision is to learn together, grow together and play together. We are committed to living out our vision and aspirations every day. Our staff see themselves as learners and are continuing to develop themselves as professionals to ensure we provide the highest quality learning experiences for our learners every day. Families show their commitment to this vision in various ways. Children talk about working towards improvement. We are creative in our thinking and embrace change with confidence. As a school community, we take measured, well judged risks and accept that failure is an important part of learning. Our work is based on the Scottish values of integrity, passion, justice and respect.

During 2018 we have agreed our theory of action which our vision underpins - Together we are committed to the continual development of our knowledge, attitudes, skills and habits to exceed highest expectations. Burnbrae is a place where we encourage and challenge each other in building our safe, nurturing and inclusive community. We are all valued and supported to play, learn & grow together.

At Burnbrae we strive to create a safe, nurturing, learning environment. We promote confidence, self-worth, academic excellence, innovative thinking and strong citizenship within our school and the wider community. Learning together, growing together and playing together builds our individual and collective self efficacy and commitment. Children gather weekly for citizenship which has a regular feature on learning skills and language of learning. Learners are encouraged to use the skills and language to support their learning and development. In dialogue with children collectively or as individuals the vision and values is regularly consider in connection with being ready to learn or in supporting the habits and attitudes we strive for us as learners to display.

Using collegiate time over this session staff have created a shared language of learning which will be shared and explored with children, families, partners and the community in session 2018 – 2019. The expectation is that Burnbrae Community adopts this shared language in the coming session.

. Expectations for all in the Burnbrae School Community are agreed as follows:

- Listen
- Look at the person speaking
- Appropriate body language
- Use of hand/thumb to contribute an idea/opinion
- Positive attitude to the task – give it all you've got
- Be respectful of the opinion/ideas of others
- Work alongside others
- Be aware of the noise level and how it affects the learning environment
- Move around safely
- Learn to the best of your ability
- Share with an adult any reason that may affect you achieving your best
- Arrive on time
- Take pride in each learning experience
- Accept responsibility for your own actions
- Respect the property of others
- Respect the feelings of others
- Tidy up after yourself
- Persevere

We continue to strive to build meaningful relationships with our families, working in partnership, to ensure all learners realise their potential.

2. How our vision, values and aims were developed and how our stakeholders were consulted.

In May 2015 as a staff team we explored and agreed our vision and values in principal. From August newsletters, school assemblies, citizenship gatherings and an evening for families were the vehicles for sharing the vision, expectations and values. Children & families gave their support to the vision, expectations & values We continued to refer to our vision and values in our daily work of supporting learners to grow and learn.

We regularly use social media including our school website. Facebook and Twitter to share our all that we are about and to learn from others who use Twitter to share good practice or ideas.

Our vision and values are regularly linked to the information we are share. We seek feedback from families about how well we are communicating and have taken on board feedback in regard to the school App being the best way to share.

“A greater sense of community, higher engagement from children and families and support for many children.” “Community engagement has got stronger.” “Community engagement has been upped and the app means there are constant updates of information” – comments from families.

We surveyed children, staff & families in June 2018 seeking their opinions on our improvement agenda and on their views of our performance – see appendix 2.

3. Context of the School

Burnbrae Primary School is a non-denominational school that serves the area of Bonnyrigg. Our school building opened in 2012 in the Burnbrae area of Bonnyrigg. Previously our school was situated on the Hopefield site in Bonnyrigg. The school has a roll of 590 which including soon to be 160 part time Nursery places. We currently have 17 classes. Our school has three atriums and a nursery. These host our classes as follows:

Learners from across Midlothian can be allocated a place at Burnbrae Complex Needs Provision. Shared placements with children's community school are fostered and developed. There are currently 33 learners supported in this way.

Children share the 2 atrium spaces with classrooms off, and this session the library is being used as accommodation for 2 x P7 classes.

Burnbrae Nursery class an outdoor play area are situated at the front of the school.

The school continues to grow and a Portakabin is being located in the nursery to enable growth in the early years. Plans are in place for a Portakabin to extend the Mainstream school also across the coming session. An extension is in the planning stage for a Burnbrae Early campus which is to include 4 x P1 classes and accommodation for 120/120 nursery places. The school is keen to foster relationships with families from the earliest moments so a youth worker and Senior Childcare and Development Worker have been appointed and offer Stay and Play Tots sessions as well as any training opportunities that families consider beneficial. We work in partnership with Alasdair McDonald, Adult Life Long Learning also to support family learning. Raising Children with Confidence training happened in February / March 2018 and was attended by 4 Burnbrae families.. These staff will regularly visit family homes to build positive, trusting relationships before children join us in nursery.

Additional spaces include the School Office, Parent / Carer Room, Universal Support Base, Expressive Arts Room Dining, which also doubles up as Out of School Care facilities and Activity Hall. The school has multi sport facilities including basketball, badminton and gymnastics. We benefit from a Multi Use Games Area used by our children for P.E and for recreation. Students from Edinburgh College and Scottish Universities join us to develop their practice – the school is supporting an Edinburgh MA3 student across the whole session 2018 – 2019. Members of our community are beginning to make use of the school's facilities. Parent Council and School has a plan to create a Community library when this space becomes available for this purpose again. We are a growing school and our school roll is projected to increase significantly.

Our nursery and primary children are represented at Poltonhall Gala each year. Boys and girls football teams regularly represent our community. We participate in the annual Athletics competition in Midlothian. Many of our children attend Bonnyrigg and Lasswade Kic Dance Company. Many children take part in its bi-annual show at the Churchill Theatre. Active Schools clubs are well attended by our children across the stages. We review with our children what activities they take part in out of school and our Life Long Learning Team plan for offering out of school activities across stages. We have a P5-P7 youth club and a P3-P4 youth club starts at the end of August 2018.

We work closely with our parents and carers to ensure that we meet the needs of all our learners. Parent Council work in partnership with the school community striving to ensure that each individual learner has positive experiences while learning at Burnbrae Primary School. We work to develop an active Parent Partnership and they understand their role is to participate in policy developments and support the school in its drive towards continuous improvement. We are improving in our methods for gathering ideas/opinions and comments from all stakeholders. At Parent/Carer Consultations this session we hosted Burnbrae Blether. This was an opportunity to showcase our improvement agenda and partnerships that support our work. The Parent Council are active and supportive having in organising many fundraising events during the school year. Families have asked the Bacon Buttie and a Blether is reestablished for the last Friday of each month in the school calendar.

Staff are keen to further their own learning and development. 4 teachers presented aspects of their own professional development that has had positive impacts for learners at GTCS event in June 2018.

The school thinks outside the box in planning for the best possible outcomes for children. Lynne McNair from Cowgate Nursery is supporting staff training in the coming session.

This session there has been significant change within the Senior Leadership Team with the permanent appointment of 2 Depute Head Teachers, which will now provide a stable leadership team, including at least 2 full time PT roles. The staff team and community are committed to our improvement agenda.

For school session 2018-2019

Grow our vision and values so that they are commonly articulated and understood by all

Further develop leadership capacity for individual staff including PTs

Continue to increase attainment and achievement in reading and numeracy

Provide a user friendly class teachers tracker - build the curriculum using updated bundles for planning - improve the quality of learning and teaching by enabling teachers to participate in Outstanding Teacher Intervention, Trio Walkthroughs - focus on the 3 key aspects of OTI - monitoring programme that links to these areas also - embed shared language of learning to support children becoming more assessment capable learners

Good progress is being made in most areas. A permanent Senior Leadership Team have continue to have impact on progress. Training for all staff - Read Write Inc continues in August. We are immensely proud of our progress towards improvements. All staff are committed to furthering their own learning and development to sustain the positive growth of our community.

4. Review of progress for Session 2017-18

<p><u>NIF Priority</u> NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver (Optional)</u> Assessment of children’s progress Teacher Professionalism Performance Information</p>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u></p> <p>2.2 Curriculum</p> <p><u>Local Authority priorities (see PPP 69)</u> Learning Provision Raise attainment and achievement</p>
<p>Progress and Impact:</p> <p>Staff are committed to the health & wellbeing of all learners. Daily softstarts enable staff & emotional check ins enable staff and children to be ready for learning. At all stages there are improved levels of attainment, achievement & equity of opportunity for targeted groups in reading, writing & numeracy. Targeted group – 10% of learners from P6, P7 SIMD 2-6 have been able to access the curriculum in a more meaningful way. P6 -“Learning linked to careers has made me think of what qualifications I need at high school. I’ve done some research and discovered that I would need 3 As for higher to do the computing course at university. I realise that I need to stick in at school and come of the easy zone and challenge myself more” “Numeracy sets help, I have improved”. P3 – “ Learning skills I talk about a citizenship, when we built bridges I used the learning skills strategies to work it out”.</p> <p>“Children are given the opportunity to experience a wide range of curriculum activities” “There seems to be more of a team approach to supporting learners”. – see appendix 2</p> <p>Opportunities such as bike maintenance, swimming and football, all working towards achieving Dynamic Youth Awards have been on offer and had excellent uptake from families. Children across all stages have achieved High Five, John Muir, Jazz, and Dynamic Youth Awards having participated in Active Schools experiences, gymnastics, ski-ing, & had the opportunity to take part in a residential experience.</p> <p>Dynamic Youth Awards - 48 - P6 Skiing. There were 3 children that did not ski, however we led DYA for their school musical instrument. 17% SIMD 2-6</p> <p>SQA Level 2 Cycle Safety and Maintenance – 8/76 – 10% in SIMD 2-6– these are P6 & P7 learners who are at risk of becoming chronic latecomers/non attendees School refusers – in SIMD 2-6</p> <p>HI5 Award – 58/58 - P3 Scottish Football Association Coaching – 17% SIMD 2-6</p> <p>Bikeability Level 1 – 43/44 - P6F & P6J –22% in SIMD 2-4</p> <p>Bikeability Level 2 – 31/34 - P7 – 20% SIMD 2-6</p> <p>We are in the process of completing Dynamic Youth Awards for P5CT for their camp at Innerwick, this will add a further 54 awards once a second camp is complete in September. 14% of learners are from SIMD 2-6.</p> <p>The role of the Youth Worker x 3 has made considerable impact on the attitudes, habits and achievements of some of the more vulnerable children and their families. A focus on wider achievement has supported these improvements.82 children from P5-P7 regularly attend a Tuesday youth club at Burnbrae. A youth club for P3-P4 is about to start with great interest from families in these year groups. “The Youth worker team have had a very positive impact - Breakfast club, walking bus, youth club, swimming, bike maintenance” . “The sporting opportunities have engaged pupils to try activities outside their comfort zone. Football, bikeability,” rugby tasters”.</p> <p>A 3.5% of the school roll who are in SIMD 2-6 have increased percentages of attendance and decreased numbers of lates & arrive at school by means of the Walking Bus.</p>	

Children also have the opportunity to have breakfast together before the start of the school day. This has enabled this group of learners to be ready to learn at the start of each school day. This resource has established positive working relationships with key families. Children identify positively with the Walking Bus and are building trusting relationships with key staff members. See appendix 1. Non Attendance has been reduced by the introduction of the walking bus Addressing the curriculum and creating a learning environment led by the pupils. Continuing CPD for teaching staff including self-reflection. Huge impact on community engagement. Children really seem to engage with the youth group workers and all the opportunities that are being provided within and outside school hours. The Walking Bus has ensured that some children come to school at a reasonable time and they feel that they belong when someone comes to collect them.

Learners in the provision have had planned access to local resources including Bright Sparks and Lasswade High School Community swimming pool. Building Blocks has supported the transition of learners into P1 this session. Staff have worked collaboratively and led sessions together. This has built trust & confidence with some families and All staff have participated in whole school Talk 4 Writing training. Staff talk about the positive impact on oral literacy. There is increased confidence in children when approaching writing tasks. Burnbrae Twitter feed gives an outstanding example of the impact of this training. A learner transitioning into P1 in the coming session is telling his bedtime story of the Gingerbread to his parents. Nursery nativity and end of session celebration was based on the Talk for Writing theory. <https://twitter.com/burnbraeps?lang=en> Regular practice of basic facts across classes has contributed to improvements in numeracy for learners. Numeracy setting across second level continues to be supported by staff and many children – a survey carried out in April 2018 provides this information. Third level learners in P7 have been challenged by regular teaching from high school staff in Burnbrae as well as frequent opportunities to join classes at Lasswade High

The school has increased CfE levels beyond the 2% plan for children at all stages. High quality training opportunities has continued to build individual and collective teacher confidence in judgements linked to pupil progress. 3 X termly pupil progress meetings have enables individual teachers to plan for more aspirational outcomes for children in regard to achieving a level. The school's baseline this session was for 75% of learners to achieve their expected level.

Froebel In Childhood Practice training has supported the nursery team to further develop our setting and learning opportunities in line with the principles of Froebel. Staff are more knowledgeable of the theory that underpins early education. They are more able to engage in more meaningful dialogue about early childhood experiences for learners at Burnbrae. Burnbrae Nursery reflects a Froebelian approach in its setting and approach to planning.

Next Steps:

- PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 2 and 6 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7
- Additional 10 staff undertake Outstanding Teacher Intervention
- Collaboration with Woodburn Primary & Lasswade High Colleagues OTI
- To share best practice in learning & teaching, moderation, tracking and assessment of progress
- To continue to implement Visible Learning including Impact Cycle Training to improve pedagogy and impact on learner outcomes
- All staff undertake relevant SEAL training in line with ASG improvement plan
- Third level learners in P7 supported appropriately to ensure potential is reached
- Second level learners across P6 & P7 provided with additional support to close the gap and ensure that individuals attain second level by end of P7 or before
- Read Write Inc training day 2 – for all staff – implement programme from P1 –
- SfL is reading leader – co-ordination of appropriate groupings for Read Write Inc- using appropriate baselines as set out in the programme - targeted groups from P5-P7 supported using Headstart
- Identify science co-coordinator to participate in ASG science working group to consider and build the science curriculum from early to third level
- Power of Partnership project with Mount Esk and Hawthornden, aims to empower all early level staff/provision/P1 nursery mainstream)staff to deepen their understanding of the principles of Froebel through regular meetings(monthly), professional book group (Bringing the Froebel Approach to your Early Years Practice), network evenings to share impact, in-service time to consider impact and build on next steps – [see appendix 3](#)
- Agree remit for Literacy/Numeracy Co-coordinators to include SEAL/Read Write Inc/Talk4Writing drop in – build moderation opportunities for colleagues
- PTs to lead staff trios for walkthroughs focusing on literacy/numeracy
- Build on learning skills through citizenship – explore and improve pupil voice through How Good is OUR School
- Review and use bundles for planning
- CfE levels – increase to 80% of learners reach their expected levels

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	3		
1.3 Leadership of Change	4		
2.3 Learning, teaching and assessment	4		
3. Ensuring well being equity and inclusion	3		
3.2 Raising attainment and achievement	4		
2.2 Curriculum – Theme: Learner pathways	3		
2.7 Partnerships – Theme- Impact on learners	4		

6. Highlights from Session 2017-18

<https://vimeo.com/277515410>

Part 2: Midlothian Education Improvement Planning – 2018-19

Establishment	
Area	
Session	
Planning Cycle	Baseline – cycle

SIGNATURES			
Head of Establishment		Date	
ASG Manager		Date	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Single page Strategy

1. Priorities for Improvement in Current Year

Overview Burnbrae Primary	Planning cycle	Session: 2018-2019
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Number	NIF Priority	Aligned School Priority	Stage of Development	Main driver of priority		HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
				Self-evaluation/ school review/VSE	Education Scotland Report				
1	NIF – Raising attainment, particularly literacy and numeracy	Development the Curriculum	Developing	Self Evaluation/School Review		1.1,1.2 2.2,2.3,2.4,2.6, 2.7 3.1,3.2		√	Families ASG Mount Esk & Hawthornden Early Years Team Lasswade High Osiris Building Blocks
2	Closing the attainment gap between the most and least disadvantaged children	Performance Information	Developing	Self Evaluation/School Review		1.1,1.2 2.1,2.2,2.3,2.4,2.6 2.7 3.1,3.2		√	Lasswade High LifeLong Learning Parent Council Class teachers
3	Improvement in children and young people’s safeguarding, health and wellbeing	Build Community	Developing	Self Evaluation/School Review		1.1,1.2 2.1,2.2,2.4 2.5,2.7 3.1,3.2		√	Families YourSpace Life Long Learning Hive of Wellbeing Early Years Team Hopefield Connections Parent Council
4	Improvement in employability skills and sustained, positive leaver destinations for all young people	Learning Provision/Learning Pathways	Exploring	Self Evaluation/School Review		1.1,1.2,1.3 2.2,2.4,2.6,2.7 3.1, 3.2,3.3		√	Families Life Long Learning Hawthornden/Mount Esk ASG

2. Priority Summary and High Level Strategic Targets

Priority No.	Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/ or observable
1	NIF – School Improvement Developing Curriculum	Class teachers use 2017/2018 GL assessment data to inform learning and teaching reading/mathematics - Train staff in Read Write Inc Support for Learning Teacher is RWI Champion Identify and support targeted group at first & second level Implement programme at early level Staff training for Stages of Early Arithmetical Learning – as per ASG plan SEAL drop ins calendared across the year Staff moderation calendar involves all class teachers Consider current tracking system – amend – review monthly with SLT 3 X termly pupil progress meetings – Mrs B/Class Teacher Support for Learning Teacher targets learners – SIMD 2-6 to close the gap at first level Planning, including IEPs support all individual learners in both nursery and provision	Interrupt cycle of poverty by at least 2% of SIMD 2-6 at P1,P4,P7 Evidence-based practice approaches in classrooms include careful analysis of data on children and young people’s progress to plan targeted interventions At least 80% of children in all classes on track to attain CfE levels Teachers deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners Staff confidence continues to grow when moderating learner’s progress towards a level Individual children benefiting from the opportunity of a shared placement Individual needs identified and planning in place to support
	Performance Information	Working Group analyse 2017 2018 GL information & present findings to staff - CAT DHT, Support for Learning & Class teacher discussion to plan for intervention & next steps for individual pupils Pupil progress meetings x3 to plan for support and challenge Calendar in place for assessments PIPS etc Learner’s Story Tracker used to track across a range of indicators including attendance, wider achievement See Saw Learner Journals explored with staff & families – consider implementing Working group plan & design for reporting to families	Data informs progress Individual learners on track Support & challenge for levels beyond second level Class teachers own their own data Class teachers increase confidence in judging pupil progress School plans effectively to meet the needs of all learners Children own their own learning – children talk confidently about next steps School/families share learners achievements Reporting to families is an effective collaboration which has the child at the centre
	Improvement in children and young people’s health and wellbeing - Build Community	Continue to develop youth club across all stages Further consider wider achievement opportunities for target groups of children across P1-P7 in SIMD 2-6 Extend Walking bus to whole community – x 3 buses Monthly Senior Leadership Team focus on attendance Senior Childcare & Development Worker & Early Years Life Long Learning practitioner regularly visit families in own homes prior to children starting nursery	Unify our community by nurturing, growing and sustaining the power of partnership using research, best practice and a principled approach Targeted groups of learners – SIMD 2-6 continue to make improve attendance & make expected progress Wider achievement opportunities / Family learning opportunities/relationships/ support equity and interrupt the poverty

		<p>Audit families to establish family learning opportunities Totstart continues and build in PEEP approaches Sleep Training available for families across the session Ensure ongoing opportunities for awards to support learner achievement Build on relationships with staff in LHSC to enable learners to be appropriately challenged Provide appropriate support for learners to close the gap at second level – use of Rachael Harvey Support for Learning Teacher targets learners – SIMD 2-6 to close the gap at first level Burnbrae Blether features at every softstart and parent/carer consultations Bacon Buttie with Mrs B monthly Identify meaningful adult learning opportunities for families – working with Life Long Learning</p>	<p>cycle and support all learners to achieve their potential</p> <p>Learners are appropriately challenged in literacy/numeracy</p> <p>Families have opportunities to regularly be in school and understand more how their child learns and what supports are in place for children to ensure they all grow and develop Your Space supports individual children and groups as identified and linked to level of need – SIMD 2-6 focus</p>
	<p>Learning Provision/Learning Pathways</p>	<p>Data analysis supports teacher planning and judgements Outstanding Teacher Intervention training for 10 staff Staff trio walkthroughs focusing on engagement/challenge/feedback Moderation calendar for literacy/numeracy Power of Partnership project Staff undertake Froebel training Implement shared language of learning Literacy/Numeracy champions provide regular drop ins for staff We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum Outdoor education opportunities planned for all learners Ensure children experience increasing levels of challenge Emphasis on enterprise and creativity across areas of learning Transitions continue to support every child</p>	<p>Data informs learner next steps</p> <p>All children making predicted progress</p> <p>Interventions support individual and targeted groups of learners</p> <p>Transitions are effective</p> <p>Staff pedagogy improves learner’s experiences</p> <p>Holistic assessment provides evidence of learner skills/knowledge/progress</p> <p>Children understand and can speak confidently about their own learning – can link to habits, attitudes & skills</p>

3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Developing the Curriculum	<p>There will be an increase of at least 5% of learners at P1,P4 & P7 achieving expected levels</p> <p>Read Write Inc programme enables targeted groups or individuals to develop basic skills in phonics and spelling</p> <p>Staff training in Stages of Early Arithmetical Learning supports learner progress & provides appropriate challenge</p> <p>Planning, including IEPs support all individual learners in both nursery and provision</p>	<p>Head Teacher</p> <p>Support for Learning</p> <p>Numeracy Champion</p> <p>DHT s – provision/nursery remits</p>	<p>May 2019</p> <p>Ongoing – by May 2019 initially</p> <p>Ongoing – by May 2019 initially</p> <p>November 2019</p>
2	Performance Information	<p>Data - PIPS – P1 & GL Reading & Mathematics – P2-P7, & National Standardised Assessments P1, P4 & P7 inform an individual child's progress</p> <p>Teachers meet with the head teacher 3 x yearly to discuss and plan for individual pupil progress</p> <p>The school tracks a child's progress from P1 – P7 using a wide range of indicators – these include :</p> <p>Attendance</p> <p>Lateness</p> <p>Out of school achievement</p> <p>Assessment information</p>	<p>Class teachers</p> <p>Head Teacher, support for learning, class teachers, support staff</p> <p>Head Teacher</p>	<p>Ongoing</p> <p>October 2018/February 2019/May 2019</p> <p>Monthly across the session</p>
3	Build Community & including improvement in children and young people's health and wellbeing	<p>Wider achievement recognition for all – supports achievement and attainment</p> <p>Family learning opportunities available</p> <p>100% attendance and lates supports in place</p> <p>School knows it's families before they join us in nursery – trusting relationships being developed between key adults & individual children</p> <p>Positive partnerships support individuals/groups and the whole school – sharing good practice & learning together – impact is richer experiences on offer for children</p>	<p>Head Teacher/Youth Worker</p> <p>Youth Worker</p> <p>SCCDW & Early Years Worker</p> <p>DHT Early Years</p>	<p>Key times for specific activities ie school camp</p> <p>Key times</p> <p>Ongoing</p> <p>May 2019</p>
4	Learning Provision/Learning Pathways	<p>Our children understand & demonstrate the 4 capacities – successful learner/effective contributor/respectful citizen/confident individual – language of learning being established and shared with all</p> <p>School provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners</p> <p>Learners are able to demonstrate skills and knowledge at a high level in a variety of contexts – see bundled planning</p> <p>Transitions are effective for all</p>	<p>School staff</p> <p>Head Teacher</p> <p>Principal Teacher</p> <p>2 x DHTs</p>	<p>May 2019 – and beyond</p> <p>May 2019 and beyond</p> <p>See attached calendar</p> <p>April 2019</p>

2.4 Working Group or Management Framework for Improvement Plan

Working Group	Priority	Suggested staffing	Lead responsibility
1	Building Community	HT,DHTs, Nursery Team, P1 class teachers	Kerry Knight
2	Literacy	Support for Learning, 2 nd Level Support Teacher, Literacy Champion, Head Teacher	Cassie Armstrong
3	Performance Information	DHT, PT x2, Numeracy Champion, Class Teacher, Support for Learning, Parent/Carer Representatives	Clare McCallum
4	Learning Provision	HT,PT/Parent Council rep/parent/carer rep/LLE	Debbie Beveridge