Danderhall Primary School

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

Please type in here – box will expand and put in new header

- **Curriculum and Courses**
  - To offer a stimulating and varied curriculum with breadth and balance, providing inclusive learning for all.

- **Attainment**
  - To encourage each individual to realise their full potential through the promotion and recognition of achievement.

- **Learning and Teaching**
  - To promote the development of learning and teaching to ensure a quality curriculum which motivates children to become responsible learners.

- **Resources**
  - To utilise resources effectively and support members of staff in the development of their skills and professionalism.

- **Support for pupils**
  - To provide effective support which enables all young people to achieve their full potential.

- **Ethos**
  - To foster positive relationships between school, home and community by providing a welcoming environment and promoting an ethos of achievement and high expectations.

- **Management, leadership and quality assurance**
  - To ensure through effective leadership and direction, whole school participation in school self-evaluation, policy making and development planning.

- **Dr. Danderhall Primary School**
  - **Healthy, Happy, Achieving, Caring, Inclusive, Respectful, Just**
  - **MORE**
  - **INDIVIDUALS**

- **Honest, Learning, Together**
2. How our vision, values and aims were developed and how our stakeholders were consulted.

There was a review of the School Vision, Values and Aims in 2015. Staff and pupils participated in this and the parents were involved through the Parent Council. Regular Mixed Age Discussion assemblies give evidence of pupils being consulted on a variety of topics linked to our school improvement agenda. In 2017 we consulted and agreed with pupils, staff and parents the characteristics of a good Danderhall citizen and linked this to our school values. This fed into our Curriculum Rationale document which we worked on over session 2017 - 18.
3. Context of the School

Danderhall Primary School was built in the late 1950’s. We are lucky to have large classrooms and extensive space outside for learning and play. We have a 50/50 place Nursery and twelve primary stage classes, including one composite. Our school roll at the end of 2017/18 was 283. We are a growing school and the Shawfair development will have a major impact upon us in the coming years, with a new school on our current site planned for August 2020. Pupils in P4-7 began the process of engaging in the new school design by working with project manager Neil Davidson.

The Nursery continued to be led on a day to day basis by our Senior CDWs, Miss Duff and Miss Low, supported by the Early Years Team and managed by Mrs Ramage (HT). We are grateful to our Nursery Team for continuing to work together to ensure excellent experiences for our youngest learners. There are plans for nursery expansion next year, which will require a Transportable Unit to accommodate the growing roll.

Our committed team of Learning Assistants worked closely with teaching staff and continued to support our pupils in a variety of ways. For example, children had opportunities for focused small group work such as the Boost Your Reading initiative in P2 and P3, and were particularly well supported in the playground to develop their personal and social skills. Some pupils were supported to settle into school daily by Learning Assistants.

Mrs Barratt continued in the role of Support for Learning Teacher and as Acting PT was a key figure in driving forward some of our School Improvement priorities along with Mrs Willis, the other Acting PT, who supported Numeracy as part of our PEF plan. In August 2017, we welcomed four new temporary members of teaching staff to our team. Mrs Mouat secured the permanent post of Depute in February 2018. Mrs Ramage announced her plan to retire in June 2018 and a new Headteacher was appointed to the school. Stephanie Gilhooly will start in August 2018.

All staff worked collaboratively to continue to focus on raising attainment in literacy and numeracy. We embraced the ASG focus on Reading through Practitioner Enquiry and developed strategies to support learners at all stages. Teachers spent time engaging with the Benchmarks and developing a better understanding of ‘achievement of a level’.

Danderhall After School Club operates from within the school and they offer before/after school and holiday childcare. Due to our expanding role the ASC relocated to the school dining room in July 2017 which impacted on our ability to offer some before/after school activities due to a lack of available space.
4. Review of progress for Session 2017-18
School Priority 1: To provide, plan and track high quality teaching & learning experiences across the curriculum

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in attainment particularly in Literacy and Numeracy</td>
<td>2.2 Curriculum</td>
</tr>
<tr>
<td>Closing the attainment gap between the most and least disadvantaged children</td>
<td>2.7 Partnerships</td>
</tr>
</tbody>
</table>

NIF Driver (Optional)
- School Improvement
- Assessment of children’s progress
- Teacher Professionalism

Local Authority priorities (see PPP 69)
- Improvement in attainment particularly in Literacy and Numeracy
- Closing the attainment gap

Progress and Impact:

Long term planning and tracking documents show breadth of experience across a level and have allowed for improved transitions between classes, building on prior knowledge and ensuring good coverage of outcomes and experiences. Use of long term plans and benchmarks allowed for improved pace, with pupils effectively challenged and supported to achieve levels. More pupils achieved Early Level by end of P1, 1st Level by end of P4 and 2nd Level by end of P7 (see CfE table in priority 2).

STEM week allowed pupils to have access to a broad range of meaningful experiences in Science, Technology, Engineering and Maths, including visiting professionals and work with partner agencies e.g. Edinburgh University. Interdisciplinary planning between stage partners allowed for more effective planning by bundling Es and Os and making better connections between aspects of learning and skills learned in different curriculum areas. All teachers attended authority training in Holistic Assessment and they have begun to develop a more holistic approach to assessment in practice. Forward Plan liaisons focussed on planned assessment activities.

Staff felt more confident in understanding achievement across levels and were able to improve pace and challenge and support pupils accordingly. More regular engagement with CfE Level predictions allowed us to evaluate and plan next steps, target support and raise attainment across the school.

Next Steps:
- Review planning and tracking systems in nursery and across the school: how evaluations feed into planning and how assessment is built in at the planning stage (including Holistic Assessment)
- Continued focus on planned assessment at forward plan liaisons
- Continue to develop nursery practice in planning, tracking and observing, making use of Early Years Team PT
- Review and audit our current resources
- Make use of IT co-ordinator to lead learning in Technologies and to support staff with teaching and progression
• Continue to ensure staff are familiar with benchmarks in all curricular areas
• Maximise opportunities to utilise local area resources
• Continue to develop and implement our Curriculum Map
• Increase staff confidence in planning, using effective bundling of Es and Os and Holistic Assessment
• Build opportunities for moderation into the annual calendar linked to ASG Moderation Group
• Develop and review our evidence gathering approaches through profiling and learning logs
4. Review of progress for Session 2017-18
School Priority 2: To raise attainment in Literacy and Numeracy

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in attainment particularly in Literacy and Numeracy</td>
<td>3.2 Raising Attainment and Achievement</td>
</tr>
<tr>
<td>Closing the attainment gap between the most and least disadvantaged children</td>
<td>Local Authority priorities <em>(see PPP 69)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NIF Driver (Optional)</th>
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</thead>
<tbody>
<tr>
<td>School Improvement</td>
<td>Improvement in attainment particularly in Literacy and Numeracy</td>
</tr>
<tr>
<td>Assessment of children's progress</td>
<td>Closing the attainment gap</td>
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</tbody>
</table>

**Progress and Impact:**
Through analysis of baseline data and targeted supports, including PEF funded teacher time, we raised attainment significantly in Reading, Writing, Listening & Talking and Numeracy.

Our SfL Teacher continued to target Literacy in her role as Acting PT, working alongside another teacher for 2 days per week and a team of 2 Learning Assistants. These supports took the form of the 'Boost Your Reading' initiative for P2 and P3 pupils and writing support for all stages (SfL and DHT). Acting PT for Numeracy worked with DHT to support groups from P1-7 using SEAL assessments and approaches to build pupil confidence.

**Reading**
Of our target group, we saw an improvement of 35% in the number of pupils with a reading age below their chronological age. (Of those pupils with a reading age still below chronological age, 70% made more than 1 year of progress within the year and 47% made more than 2 years of progress).

- In P1, 90% of pupils achieved Early Level, compared to 53% last year.
- In P4, 90% of pupils achieved 1st Level compared to 83% last year.
- In P7, 90% of pupils achieved 2nd Level compared to 77% last year.

**Writing**
P1: 83% of learners achieved Early Level compared to 39% last year.
P4: 86% of learners achieved 1st Level compared to 78% last year.
P7: 85% of learners achieved 2nd Level compared to 54% last year.
Numeracy
P1 - 90% of pupils achieved Early level compared to 53% last year.
P4 - 81% of pupils achieved 1st level compared to 60% last year.
P7 - 83% of pupils achieved 2nd level compared to 54% last year.

We saw an increase in the number of pupils working beyond expected levels. 12% of P2 have achieved 1st Level in reading; 37% of P3 have achieved 1st Level in one or more curricular areas and 52% of P6 have achieved 2nd Level in one or more curricular area.

We also saw improvements in our standardised assessment results in Reading and in Numeracy & Maths.

Reading - NGRT:
P2 - >100 up 2% on last year's P2
P3 - >100 up 9% for cohort and up 17% on last year's P3
P4 - >90 up 7% for cohort and up 4% on last year's P4
P5 - >100 up 3% on last year's P5 and a reduction of 3% on those scoring <90
P6 - >100 up 7% for cohort with a reduction of 7% in those scoring <90
P7 - >100 up 3% for cohort and a reduction of 4% on those scoring <90 compared to last year's P7
0% of pupils are going to S1 with a reading age <9.5 years

Numeracy - PIM:
P7 - <90 reduced from 24% of cohort to 17%
P6 - performed better than last year's P6, reducing <90 scores by 4%
P4 - <90 reduced from 24% of cohort to 15% and performed better than last year's P4 by 6%.
P3 - <90 reduced from 28% of cohort to 21% and performed better than last year's P3 by 3%.
P2 - performed better than last year's P2, reducing <90 by 23% and reducing number of pupils scoring in a below average range from 9 to 4 in the cohort.

We implemented SNSA assessments for the first time this year and were pleased with the results. They added further evidence to support teacher judgements and staff at P1, 4 and 7 engaged with the results, which supported us to plan next steps for groups and individuals.

P1 PIPS results were very pleasing. In Reading, our pupils in the older class ended the year well above national and local average, having started the year below, whilst in the younger class pupils tracked the national average and ended the year above national average and above last year's P1 cohort.
In Maths, the pupils in the older class tracked the national average ending the year well above local average whilst the older class began well above the local and national average and continued to add value, widening this gap. The cohort ended the year above last year's P1.

In reading standardised assessment we saw a reduction in the number of pupils scoring <45 of 38% and an increase in those scoring >50 of 40%. In Maths...
standardised assessment we saw a reduction in the number of pupils scoring <45 of 38% and an increase in those scoring >50 of 39%.

Next Steps:
- Develop distributed leadership by utilising expertise and experience within the staff to provide high quality CLPL to further develop effective strategies to raise attainment in Literacy and Numeracy
- Make use of key staff to review our school approach to SEAL and to support staff to teach and evaluate numeracy effectively
- Continue to develop and extend vocabulary acquisition through collegiate working, parental engagement and a whole school approach
- Continue to target Learning Assistants and Support for Learning time to best meet the needs of children in order to close the Literacy and Numeracy attainment gap.
- Build opportunities into the annual calendar for staff trios to meet and discuss learning and teaching in Literacy and Numeracy through the principles of Visible Learning
### 4. Review of progress for Session 2017-18

School Priority 3: To raise attainment through improved mental health, increasing readiness to learn and meeting the needs of all learners

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing the attainment gap between the most and least disadvantaged children</td>
<td>3.1 Ensuring Wellbeing, Equality and Inclusion</td>
</tr>
<tr>
<td>Improvement in young people’s health and wellbeing</td>
<td>Local Authority priorities (see PPP 69)</td>
</tr>
<tr>
<td>NIF Driver (Optional)</td>
<td>Learning Provision: Improvement in children and young people's health and wellbeing</td>
</tr>
<tr>
<td>Teacher professionalism</td>
<td></td>
</tr>
<tr>
<td>School Improvement</td>
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</tr>
</tbody>
</table>

#### Progress and Impact:

We improved pupils' readiness to learn. Following a baseline survey with P1-7, there was whole School engagement with the Shirley Clarke 'Lessons for Growth Mindsets' and we used Growth Mindset stories with Nursery and P1 pupils as part of a successful transition project. The survey will be repeated in August 2018 to review progress.

We continued to embed the Learner Qualities to improve resilience and pupils' ability to reflect on learning, as evidenced in our Visible Learning Capability Assessment in which pupils were able to talk confidently about their learning and how Learner Qualities support them.

Extract from report following Capability Assessment by Rose Haig (Osiris): "There is a lot of evidence of pupil voice and decision-making across the school. When asked what makes a good learner ... some pupils identified deeper characteristics of learners that are directly related to the Learner Qualities. Most pupils liked to be challenged with 'hard learning' as opposed to easy work ... they viewed making mistakes as a positive part of learning."

Playground Activity Leaders (P6 pupils) worked very effectively to teach skills for playground games, which led to more successful experiences in the playground for our P1, P2 and P3 pupils. This reduced the level of conflict which previously impacted negatively on learning.

Health and Wellbeing fortnight allowed pupils to learn about ways in which keeping themselves emotionally and physically healthy can impact on their learning. In particular, the whole school learned about the benefits of mindfulness practice.

We utilised a range of resources to support Health and Wellbeing and emotional resilience including Think Good Feel Good, Cool in School and Creating Confident Kids.

#### Next Steps:

- Develop use of restorative practices consistently throughout the school, through whole staff training
- Further embed the use of Growth Mindset Lessons and Carol Dweck’s mindset research in order to increase readiness and confidence to learn
- Continue to make use of resources such as: Cool in School, Ice Pack and Think Good Feel Good, linked to Creating Confident Kids themes, in order
to increase emotional resilience and social and emotional wellbeing in a more consistent way across the school
- Provide further opportunities for staff training in mindset and emotional regulation
### 4. Review of progress for Session 2017-18

**School Priority 4: Increase engagement of all stakeholders to support the work of the school**

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</th>
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<tbody>
<tr>
<td>Closing the attainment gap between the most and least disadvantaged children</td>
<td>2.7 Partnerships</td>
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<tr>
<td>2.4 Personalised Support</td>
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</tr>
</tbody>
</table>

**NIF Driver (Optional)**

- School Improvement
- Performance Information

**Local Authority priorities (see PPP 69)**

- Improvement in attainment
- Closing the attainment gap
- Improvement in children and young people’s health and wellbeing

### Progress and Impact:

We strengthened our sense of ethos and community by better engaging parents and learners.

#### Learner Engagement, Pupil Voice

We continued to use Mixed Age Discussion Assemblies to gather pupils' views on a range of subjects linked to school improvement. The Pupil Council consulted with parents, teachers and pupils to create a new Home Learning policy which takes into account the views of stakeholders and is more flexible, relevant and personalised. P1 and P5 worked collaboratively across the year to build the necessary skills required to contribute to the work of the school and community through regular committee meetings. Upper school pupils worked with project manager Neil Davidson to begin the process of contributing to the design of the new school.

We developed a shared understanding of the qualities and characteristics of a good Danderhall citizen in consultation with stakeholders. This linked to our school vision and values. We increased the responsibilities of our older pupils by establishing Playground Activity Leaders who successfully promoted and modelled skills to our younger pupils.

Teachers engaged collaboratively with educational research in the form of texts which promoted active engagement in learning, presenting their findings to colleagues in May.

Nursery staff promoted learner engagement by widening learner experiences and developing independence, for example, through adopting Forest Schools approaches and reviewing nursery routines.

#### Parental Engagement

Parents continued to support the work of the school and engage with their children’s learning by attending twice annual parental consultation evenings. In March 2018, 97% of our families attended, which is an increase of 4% on the previous year. We held three Open Days across the year attended by:

- 69% of families in November 2017
- 52% of families (an increase of 3%) in January 2018
• 56% of families (the same as the previous year) in March 2018.
Disappointingly, our Curriculum Evening in September 2017 was attended by 14% of families, which is considerably less than the previous year. Primary 1 parents attended three blocks of Family Time with more than half of P1 parents in attendance. We hosted a Read Write Count event in November which was attended by 32% of our P1-3 families and 45% of P1 parents attended the initial Reading meeting in August. 8 parent volunteers continued to deliver weekly Let’s Get Reading (paired reading) sessions throughout the year, supporting 15 children in all. Our PT with responsibility for Numeracy led a support group for parents of targeted pupils. A third of these parents attended, which enabled them to better support their children with their learning. We continued to make links between the Parent Council and Pupil Council with Pupil Council representatives attending a session of the Parent Council to report on their work and seek parental feedback. This year we saw improved engagement with Parent Council, allowing for a separate fundraising committee to be established.
We continued to share our weekly plans on our school website and to use Twitter to share the work and achievements of the school.

Next Steps:

• Increase parental engagement with curriculum events by considering the branding, structure and timings in order to best suit the community and maximise attendance
• Develop pupil engagement through increased involvement and sharing at curriculum events
• Review the way we share planning and learning with parents to be accessible and informative e.g Seesaw, GLOW, website, Twitter, school app etc.
• Provide further opportunities for focussed Literacy and Numeracy groups with parents in an informal setting (including PEEP in nursery)
• Increase parental involvement in supporting the curriculum by volunteering across the school
• Continue to look for ways to increase attendance at Parent Council/PTA
• Continue to provide opportunities for parents to come into school and share learning, through assemblies, Family Time and class events
• Engage the school and community with the planning of the new school
• Further establish a consistent buddy system through class committees, Citizenship and the sharing of learning, building on good practice from last session and identified within the annual calendar
• Continue to promote ‘The Danderhall Citizen’ through MAD Assemblies, Class Councils and buddy classes
• Find opportunities for pupils to develop the skills needed to participate in their school/community, including involvement in the planning for learning
• Review of the current positive discipline policy linked to restorative practice and inclusion
6. Highlights from Session 2017-18

Use text and photos as appropriate to outline key highlights and successes. **Maximum 4 pages**

Consultations with stakeholders around the use of PEF funding determined the bulk of our work in session 2017-18. Alongside our formal Parent Consultation meetings, we have a busy programme of regular and varied events for families to come into school across the year. All opportunities for parents/carers to share in our learning are always very well supported e.g. P1 Reading Meeting, Read Write Count event, P3 Numeracy support group for parents, Family Time and Bring a Grown Up Day. In consultation with stakeholders, our Pupil Council reviewed and developed our Home Learning Policy to take in account the importance of relevance, personalisation and choice and to recognise wider achievements.

There is distributed leadership with staff members, Pupil Council and Class Committees taking responsibility for aspects of the life of the school eg Children's University, Recycling, Eco Committee and Polski Klub. We celebrate success and our assemblies focus on recognising pupil achievement in the 4 capacities. A large number of pupils participate in “The Children's University” and this has been a very positive way to recognise achievement beyond school. We have hosted two CU graduations this year. 24 learners graduated in session 2017-18. A range of after school clubs and Active Schools clubs are offered by staff and partner agencies. These clubs are well attended and support our drive towards developing health and diversity.

The children have a wide variety of opportunities to experience learning outdoors. The Nursery team has worked hard to develop Forest School approaches with all Nursery children having the opportunity to visit Vogrie across the year. Our whole school STEM week in January allowed pupils, parent and staff to explore a range of skills for life, learning and work. Health and Wellbeing Fortnight in May created great opportunities for pupils, parents and staff to explore how health and mental wellbeing supports learning.

We established links with Sustrans to promote cycling, beginning the year with two Active Travel Breakfasts. In particular, our P6 pupils have taken part in several led bike rides linked to the new cycle path. This was supported by Ros Newmann from Sustrans. P6 pupils also completed their Bikeability 2 training.

All pupils, P5 - P7, had the opportunity to attend annual residential camps. The school accessed funding support for those
children who could not attend for financial reasons.

Work on Learner Qualities since 15/16 has been further embedded in 17/18 and work on Mindset has continued to have an impact, with pupils having a more positive attitude to their learning through whole school implementation of Lessons for Growth Mindset. Learning Logs and Folios are well established in the school and their purpose regularly reviewed, allowing pupils to reflect and take responsibility for their own learning, as well as sharing this with parents. Visible Learning approaches engage and motivate pupils in their learning, as evidenced through our Capability Assessment in January.

Pupils know that their opinions are valued and they have the opportunities to contribute to the direction of the school through MAD assemblies, the Pupil Council and Class Committees. Mixed Age Discussion assemblies give opportunities for pupils to have a say in the broader aspects of learning in the school and helps to identify the direction for specific areas of the curriculum and policy. Classes formed a buddy system for Class Committees this year, with the P1 and P5 pupils establishing very effective links in order to develop as a more Eco-friendly school.

The Inspirational Learning Spaces project continued in P6 and P7 with pupils having the opportunity to design their learning spaces to best suit their needs. Pupils from P4 - P7 participated in a community project along with project manager Neil Davidson to begin the engagement with the new school design.

Having a designated teacher of Technologies allowed aspects of STEM to be further embedded, through coding, Robotics and use of digital technologies.

We continue to benefit from working with partners to enhance our curriculum and expose learners to a wide variety of experiences - scientist visits, community police talks, cyber bullying workshops, drumming workshops, Chaplaincy visits, to name but a few. Pupils from P5-7 participated in a very successful musical performance of Burke and Hare led by Charades Theatre Company and funded by Parent Council. We increased engagement with Expressive Arts this year, which had a positive impact on pupil engagement and achievement. Our school choir has gone from strength to strength and many pupils took advantage of a variety of opportunities to perform on recorder, brass, ukulele and tuned percussion. For the first two terms we had a designated teacher of Drama helping pupils to enhance their performance skills.

Pupils and their families were supported at times of transition. The Nursery / Primary One transition programme involved parents/carers coming in to school prior to their children starting the new session. With a view to helping children settle confidently in Primary One, pupils were involved in a collaborative 'Mindset' topic which allowed them to meet and work with "Buddies" and school staff over a number of sessions. Primary Six pupils were extremely responsible and helpful Playground Activity Leaders to support our youngest pupils in the playground.
P7 camp supported transition to Dalkeith High School, allowing pupils to meet children from their S1 classes and high school staff. There is a strong link with Dalkeith High School and transition arrangements between P7 pupils and the high school ensured children's needs were met. Visits from High School staff helped to make pupils feel more confident about their transition, camp allowed them to build new friendships within the cluster and the use of transition exercises and pupil support teacher meetings allowed for the transfer of detailed and accurate curriculum information. Several pupils participated in an enhanced transition programme.

Our work with/for Charity adds yet another dimension to learning. In 2017/18 we supported ourselves and others by participating in a number of events including Ragbag Recycling, Dalkeith Storehouse and Uniform Recycling.

Regular self evaluation involving staff, pupils and parents ensures that we identify our strengths and plan future developments to meet the needs of our pupils. Throughout the year we regularly review our progress in the School Improvement Plan, ensuring we are meeting targets, focussing on priorities and responding appropriately to new initiatives.

This session, through the use of our Pupil Equity Funding and various whole school initiatives, we significantly raised attainment in all areas of Literacy and in Numeracy and Maths. The dedication of staff is a particular strength of our school. They are committed to helping the school improve and to raising expectations and improving outcomes for all learners.
### Part 2: Midlothian Education Improvement Planning – 2018-19

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<tr>
<th>Establishment</th>
<th>Danderhall Primary School</th>
</tr>
</thead>
<tbody>
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<td>Area</td>
<td>Dalkeith ASG</td>
</tr>
<tr>
<td>Session</td>
<td>2017/18</td>
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<tr>
<td>Planning Cycle</td>
<td>Baseline – cycle</td>
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**SIGNATURES**

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<th>Head of Establishment</th>
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<th>Date</th>
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<tbody>
<tr>
<td>ASG Manager</td>
<td></td>
<td>Date</td>
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</tbody>
</table>
1. Priorities for Improvement in Current Year  
(Please see PPP 69 February 2018 for key priorities for 2018-19)
<table>
<thead>
<tr>
<th>Number</th>
<th>NIF Priority</th>
<th>Aligned School Priority</th>
<th>Stage of Development</th>
<th>Main driver of priority</th>
<th>Planning cycle</th>
<th>Session:</th>
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<tbody>
<tr>
<td>1</td>
<td>NIF – Raising attainment, particularly literacy and numeracy N.B. For Secondary schools may include other attainment targets</td>
<td>High Quality Teaching and Learning in Literacy, Numeracy and Health and Wellbeing</td>
<td>Embedding</td>
<td>Attainment review discussions with SGM</td>
<td>2.3 3.2</td>
<td>Achieving Y</td>
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<tr>
<td>2</td>
<td>Closing the attainment gap between the most and least disadvantaged children</td>
<td>Learning Provision: Planning and Tracking Engagement of Stakeholders (parents)</td>
<td>Embedding</td>
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<td>2.3 2.5 2.7</td>
<td>Achieving Included Y</td>
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<tr>
<td>3</td>
<td>Improvement in children and young people’s health and wellbeing</td>
<td>Improved mental health and readiness to learn Engagement of Stakeholders (pupils)</td>
<td>Embedding</td>
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<td>3.1 2.7</td>
<td>Healthy Nurtured Safe Respected Y</td>
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<tr>
<td>4</td>
<td>Improving Curriculum and Learning, Teaching and Assessment</td>
<td>Learning Provision: Curriculum and Resources Planning for Assessment</td>
<td>Developing</td>
<td></td>
<td>2.2 3.3 2.6</td>
<td>Responsible Y</td>
</tr>
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### 2. Priority Summary and High Level Strategic Targets

<table>
<thead>
<tr>
<th>Priority No.</th>
<th>Priority Area / Theme</th>
<th>Key Actions to meet targets</th>
<th>Expected outcomes for learners which are measurable and/or observable – please refer to LA targets in PPP 69</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Attainment:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
|              | **High Quality Teaching and Learning in Literacy, Numeracy and Health and Wellbeing** | • Provide high quality CLPL in Literacy, Numeracy and HWB  
• Review our whole school approach to SEAL and support staff to teach and evaluate maths and numeracy effectively  
• Continue to develop and extend vocabulary acquisition in nursery and across the school  
• Targeted use of Learning Assistants and Support for Learning Teacher  
• Develop staff trios focussing on Literacy, Numeracy and Visible Learning | CfE Levels in Literacy & Numeracy at end of P1, P4 and P7 are above National Average  
All learners make at least 1 year’s progress within the year  
Further 5% of targeted pupils to achieve expected CfE levels at end of P1, P4 and P7 |
|              | **Attainment:**       |                             |                                                                                                 |
|              | **Improved mental health and readiness to learn** | • Develop use of restorative practices consistently throughout the school through staff training and implementation  
• Further embed use of Growth Mindset Lessons and Carol Dweck mindset research in order to increase readiness and confidence to learn  
• Make more consistent use of resources such as Cool in School, Ice Pack and Think Good Feel Good, linked to Creating Confident Kids themes, in order to | Pupils report increased confidence in their learning  
All learners make at least 1 year’s progress within the year  
CfE Levels in Literacy & Numeracy at end of P1, P4 and P7 are above National Average  
Across the year, a reduction in the number of incidents requiring intervention by SMT |
| Learning Provision: Planning and Tracking | Increase emotional resilience and social and emotional wellbeing  
- Further staff training in mindset and emotional regulation | Improved transitions between stages, with Forward Plans showing clear progression within and across levels from year to year  
Learners will become more assessment capable; better understanding progress and next steps and contributing to planning  
Further improved evidence for effective transition to P1 and clearer evidence of achievement within Early Level. |
| --- | --- | --- |
| - Further develop planning, evaluating and tracking systems to ensure effective tracking of progress across Nursery and School  
- Continue to develop Nursery practice in planning, tracking and observing, making use of Early Years Team PT |  | |
| Learning Provision: Curriculum and Resources | Review and audit current resources  
- Make use of IT co-ordinator and other staff to lead learning and support staff with the teaching of Technologies  
- Continue to ensure staff are familiar with benchmarks in all curricular areas  
- Maximise opportunities to utilise local resources  
- Continue to develop and implement Curriculum Map | Learners will recognise opportunities to develop skills for learning, life and work through exposure to excellent teaching and learning experiences across the curriculum |
<table>
<thead>
<tr>
<th>Learning Provision: Planning for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase staff confidence in planning using effective bundling of Es and Os.</td>
</tr>
<tr>
<td>2. Improve planning by identifying key assessment opportunities, making effective use of Holistic Assessment</td>
</tr>
<tr>
<td>3. Build opportunities for moderation into the yearly calendar linked to ASG Moderation Group</td>
</tr>
<tr>
<td>4. Develop and review our evidence gathering approaches through profiling and learning logs</td>
</tr>
<tr>
<td>5. Review and amend Learning and Teaching Policy</td>
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<table>
<thead>
<tr>
<th>Engagement of Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase parental engagement with curriculum events</td>
</tr>
<tr>
<td>2. Review the way we share planning and learning with parents to be accessible and informative e.g Seesaw, GLOW, website, Twitter, school app etc.</td>
</tr>
<tr>
<td>3. Provide further opportunities for focussed Literacy and Numeracy groups with parents in an informal setting (including PEEP in nursery)</td>
</tr>
</tbody>
</table>

- Streamlined planning folders
  - Learners can make connections between skills developed in different areas of the curriculum

- An increase in the early achievement of levels
  - Learners will become more assessment capable; better understanding progress and next steps and contributing to planning

- Increase parental attendance at specific curriculum events, by developing pupil involvement
  - Increased numbers of parents signing learning logs/engaging with weekly plans/digital technologies
  - Parents are consulted about the best ways to share learning

- Increased opportunities for parents to access
<p>| | | |</p>
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<tbody>
<tr>
<td></td>
<td>Increase parental involvement in supporting the curriculum more flexibly across the school</td>
<td>Curriculum support groups</td>
</tr>
<tr>
<td>Continue to look for ways to increase attendance at parent council/PTA</td>
<td>Increased opportunities for parents to volunteer in school</td>
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<tr>
<td>Continue to provide opportunities for parents to come into school and share learning, through assemblies, Family Time and class events</td>
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<tr>
<td>Engage the pupils and community with the planning of the new school</td>
<td>Pupils feel that they have been consulted and their views taken into consideration</td>
<td></td>
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<tr>
<td>Establish a buddy system through class committees, Citizenship and the sharing of learning, building on good practice from last session</td>
<td>Pupils feel more confident that they have the skills to participate in their school and community</td>
<td></td>
</tr>
<tr>
<td>Continue to promote the Danderhall Citizen</td>
<td>Learners can explain what makes a good citizen and why that is important</td>
<td></td>
</tr>
<tr>
<td>Review current practices for learner engagement and pupil voice</td>
<td>Across the year, a reduction in the number of incidents requiring intervention by SMT with pupils recognising strategies required to self-regulate</td>
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<tr>
<td>Find opportunities in to develop the skills needed for pupils to participate in their school/community</td>
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<tr>
<td>Staff review of discipline policy linked to restorative practice and inclusion</td>
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</tbody>
</table>
### 3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

<table>
<thead>
<tr>
<th>Number</th>
<th>Priority</th>
<th>Expected outcomes for learners which are measurable or observable</th>
<th>Lead responsibility</th>
<th>Timescales</th>
</tr>
</thead>
</table>
| **1**  | Attainment: High Quality Teaching and Learning in Literacy, Numeracy and Health and Wellbeing | CfE Levels in Literacy & Numeracy at end of P1, P4 and P7 are above National Average  
All learners make at least 1 year’s progress within the year  
Further 5% of targeted pupils to achieve expected CfE levels at end of P1, P4 and P7 | SMT/all staff  
All staff  
DHT/PT | By June 2019 |
| **2**  | Attainment: Improved mental health and readiness to learn | Pupils report increased confidence in their learning  
All learners make at least 1 year's progress within the year  
CfE Levels in Literacy & Numeracy at end of P1, P4 and P7 are above National Average  
Across the year, a reduction in the number of incidents requiring intervention by SMT | DHT & all staff  
All staff  
All staff  
SMT, M Kersh, Gillian Allan | 2018-2019 |
| **3**  | Learning Provision: Planning and Tracking | Improved transitions between stages, with Forward Plans showing clear progression within and across levels from year to year  
Learners will become more assessment capable; better understanding progress and next steps and contributing to planning  
Further improved evidence for effective transition to P1 and clearer evidence of achievement within Early Level. | SMT/ all teaching staff  
Early Years Team | 2018- 2020 |
<p>| <strong>4</strong>  | Learning Provision: | Learners will recognise opportunities to develop skills for learning, life and work through exposure to excellent teaching and learning | SMT/all teaching staff | |</p>
<table>
<thead>
<tr>
<th>Curriculum and Resources</th>
<th>experiences across the curriculum</th>
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</table>
| **5** Learning Provision: Planning for Assessment | Streamlined planning folders  
Learners can make connections between skills developed in different areas of the curriculum  
An increase in the early achievement of levels  
Learners will become more assessment capable; better understanding progress and next steps and contributing to planning | SMT/all teaching staff 2018-19 |
| Engagement of Stakeholders | Increase parental attendance at specific curriculum events, by developing pupil involvement  
Increased numbers of parents signing learning logs/engaging with weekly plans/digital technologies  
Parents are consulted about the best ways to share learning  
Increased opportunities for parents to access curriculum support groups  
Increased opportunities for parents to volunteer in school  
Pupils feel that they have been consulted and their views taken into consideration  
Pupils feel more confident that they have the skills to participate in their school and community  
Learners can explain what makes a good citizen and why that is important  
Across the year, a reduction in the number of incidents requiring intervention by SMT with pupils recognising strategies required to | SMT 2018-19  
September 2018 2018-19  
Teaching staff  
DHT  
All staff |
2.4 Working Group or Management Framework for Improvement Plan

<table>
<thead>
<tr>
<th>Working Group</th>
<th>Priority</th>
<th>Suggested staffing</th>
<th>Lead responsibility</th>
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