Argyll and Bute Council: Community Services: Education

Annual Standard and Quality Report and Establishment Improvement Plan

Establishment	Hermitage Primary School
Area	HALCO
Session	2017-2018

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SIGNATURES			
Head of Establishment	*Lorna Jackson*	**Date**	**15th June 2017**
Education Officer		**Date**	

1.	Establishment Context

Hermitage is a non-denominational co-educational school in Helensburgh, Argyll & Bute. It covers all stages of Primary 1 to 7 and is the largest primary school in the local authority. It is situated in the centre of Helensburgh and serves the community from the centre of the town to the west end of the town. The current roll is 395 and the current staffing levels are 19.12 fte.

Hermitage Primary is built to a semi-open plan design with classrooms opening onto large project areas. There is an assembly / gym /dining hall with a stage and a technology room. In addition, a new extension wing was opened by Councillor Ellen Morton in 2014. The new wing replaced the former annexe building to the rear of the school and houses the primary seven classrooms and a brand new music, dance and drama studio.

Hermitage Primary prides itself on its learning environment and stepping outdoors you find a carefully constructed playground which develops children's physical skills as well as their emotional and imaginative skills. Recent developments include an imaginative play area with large dragon ship, storytelling area and outdoor performance area. This is in addition to our outdoor gym, fitness area with trim trails, a quiet area where reading and packed lunches are enjoyed, an amphitheatre for socialising and performing, playground games painted onto the surface and basketball area.

During the financial year from April 2017 to April 2018 hermitage primary School was awarded £51, 000 from the government's Pupil equity Funding to support the national raising attainment agenda.

2.	Our vision, values and aims

Vision

Hermitage Primary School is a school where children, staff and parents will work together to create a happy and safe atmosphere which celebrates achievements, creativity, differences and provides children with high quality learning experiences to be the best they can be and prepare for life and work.

To achieve our vision and make it part of all we strive to achieve at Hermitage Primary School, the whole community will respect and demonstrate our values at all times. These values were developed during this session with pupils, staff and parent council and will be reviewed in 2020.

2. Our vision, values and aims

Values

Be the best you can be

Be responsible

Be Respectful

Be Kind

Aims

- Encourages exciting and interesting learning opportunities with teachers who offer choice, digital experiences, support and group work to help pupils learn both indoors and outdoors to be successful learners.

- Provide teachers who know their pupils well and offer a variety of learning experiences and opportunities which build on pupil strengths and provide new challenges using quality resources.

- Provide children with a caring place to learn which encourages them to be responsible Eco friendly citizens in their local environment and in the wider world.

- Provide opportunities for all to take part in leadership activities which promote initiative, resilience and confidence.

- Continue to develop positive links with parents and other adults who will provide support to enhance learning.

- Teach children, in partnership with parents, to keep themselves safe in the school and wider environment, including on-line by making positive choices now and in the future.

3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	Audit of Leadership (HGIOS 1.1-1.5), all staff Evaluation of PLPs Evaluation of Literacy benchmarks Evaluation of Social Studies skills Review of vision, values and aims Regular review of the school improvement plan
Parent Council	Audit of parent participation preferences Evaluation of PLPs Review of vision, values, aims Survey Monkey audit to all parents regarding choices in Rights Respecting Schools developments Evaluation of new uniform suppliers Evaluation of Improvement plan progress with the development team
Pupils	Evaluation of PLPs Review of vision, values, aims Review of school uniform choices
Volunteers working in school	Health week evaluations
Community Partners	Health week evaluations
Local Cluster	Reading assessment
Local Authority	Discussion of Our Children, Their future document and impact for the school.
Overall impact of stakeholder engagement	PLPs were restructured and all stakeholders views taken into account, the design was amended to reflect observations. Literacy and social studies policies and guidelines, amended. New vision, values and aims developed and agreed by all stakeholders. Health evaluation suggestions from partners and parents considered, leadership action points to be inserted into SIP. Further cluster events in literacy are to be agreed. Pupils opted for a kilt skirt choice for girls. Social studies, skills, technology, expressive arts developments explained and evaluated with parent council development team which raised understanding and awareness of the background work of the school. Parents found it helpful,

4. Review of Progress for Session 2016-2017 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 1.3 Leadership of Change – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change

Establishment Priority – Leadership of Change

Progress and Impact:

The introduction of A Right's Respecting School initiative provided a relevant opportunity to discuss our current vision, values and aims with all stakeholders. These have now been rewritten in child friendly language which reflects our work on Rights Respecting Schools.

All targets within the Rights Respecting Schools development have been met on time. Monthly articles are discussed at assemblies which have pupil participation and are at times led by pupils. These are sent home in the PLPs to share with parents, encouraging the same approach at home. Pupils actively engage with the mascot "Woofles" named by the children. Through a survey monkey we established that parents did not want a workshop or presentation to support this development opting instead for news on the website and in the PLPs, both are provided. Miss Griffiths led this development very effectively with all stakeholders. Pupils are beginning to develop the Rights Respecting language across the school in circle time sessions and when discussing behaviour.

All staff regularly engage in collaborative activities which support new initiatives and developments. Mrs Brown leads Social Studies, Mr Henry is responsible for sound and lighting systems and has updated these systems this year, Miss Thomson leads the assessment team. Staff regularly

contribute to staff discussions and share their views openly and honestly instigating many changes to systems and structures to improve both learning and teaching and the smooth running of the school. Clerical staff have initiated a new uniform supplier, a new telephone system and following an information session from A&B staff, successfully implemented and shared with all school staff on the in-service day the new communication tool provided by A&B.

PEF provided opportunities for discussion and research into closing the attainment gap in relation in particular to poverty. Support staff engaged in collective research and very productive discussion and brought three suggestions forward to be shared with teachers and parents. Teachers engaged on individual research and collegiate discussion regarding proven strategies to support closing attainment gaps. Teachers reflect daily and regularly during each learning block revising teaching plans as they progress each learning block.

Teaching staff are all involved in school development teams leading change in the curriculum and evaluating current practice. Teaching staff attended a number of relevant courses/conferences both within and outwith A&B to support improvements. The French training with The Alliance was particularly helpful for teachers who lacked confidence in the delivery of French. The SLT create an annual calendar which records all CPD provided for staff. The collegiate team meet with the SLT each learning block to set collegiate hour activities to support learning and teaching.

The children regularly engage in class and committee discussions about learning and teaching and life in the school. They lead charity events, improvement discussions, Eco initiatives and House events including pupil led assemblies. They undertake these tasks confidently and effectively. They also engage in discussion with their teachers about their learning and next steps. They exercise choice on a regular basis in a variety of contexts. Senior pupils regularly lead learning sessions with younger pupils e.g P7 showing P1 how to create a digital book. Pupils also evaluate their own learning weekly in "Me Time". Digital leaders lead a lunchtime club. The pupils are effective contributors who enjoy having a voice and exercise respect to all members of the school community.

The SLT lead discussions promoting innovation and creativity leading to positive changes often in addition to our planned improvements. An ethos of continuous improvement exists within the school and is very evident at staff, pupil and parent meetings. Staff at all levels take responsibility and lead change.

Next Steps

To continue to develop leadership opportunities, including literacy and numeracy leaders.

To continue to plan collegiate times with teachers.

To continue to provide regular support staff meetings.

To continue to provide relevant CPD opportunities for all staff.

To continue to evaluate impact of new learning and new initiatives.

To continue to seek good practice from other establishments and research.

To continue to seek the views of parents.

To continue to discuss/share learning with pupils.

To ensure sufficient time is given to embed developments

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 2.3 Learning, Teaching and Assessment – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring

Establishment Priority – Learning, Teaching and Assessment

Progress and Impact:
Our pupils enjoy learning, they are active and motivated participants who thrive on challenge. Learning experiences are appropriately matched to pupil needs and interests. They understand the purpose of their learning and can discuss their progress and next steps effectively. They are encouraged to peer and self-assess and review their learning weekly at "Me Time" recording their progress in their new style PLPs. Staff have high expectations and track pupil learning through evaluations and ongoing and periodic assessment and record their judgements on our in-house tracking database. This is used to generate reports to support discussions at moderation meetings and with their stage partner. The amended PLPs have provided parents with clear information on their child's progress each learning block. The establishment of four equal learning blocks was beneficial to teaching and learning as well as reporting to parents. Pupils also have a clear framework of targets for each learning block. Parents were very complimentary about the new style of PLP and liked the equal learning block format. They also appreciated the plans for the split "Me Time" to provide them with useful information to support their discussion with their children about learning. The PLP development is continuous and making excellent progress. Pupils share their learning confidently with their parents regularly through events and assemblies.

Staff use creative teaching approaches including the effective use of digital technologies where appropriate to enhance pupil's learning experiences. Staff use a range of teaching styles to ensure all learner's needs are met. Questioning is used to promote enquiry and enable higher-order thinking in all pupils. Pupils are provided with regular feedback in jotters and through observations to build their confidence and knowledge of their own learning. Good use is made of local outdoor environments, places in the community and further afield to support learning and deepen knowledge and understanding. Pupils are regularly learning both within their own community and at various locations of interest across Scotland.

Assessment is an ongoing activity within classrooms and staff use a range of aifl strategies as well as summative assessments to check retained learning and support professional judgement. Our moderation activities within the school, within the cluster and at national events demonstrate that we have a robust and rigorous system in place to support teacher judgements. Our summative assessment written by staff proved to be a useful check on retained learning providing staff with both reassurance and reflection opportunities. They are used diagnostically to evidence gaps in learning which require to be revisited. We have introduced an assessment file for each stage which records evidence of individual progress, this evidence will be retained for the seven years that the pupils are at Hermitage primary allowing staff and SLT to track progress over longer periods of time.

Staff plan for each learning block and these learning blocks are all ten weeks in length replacing termly plans. This supported better consistency of pace in learning. Moderation meetings takes place each learning block with the SLT. Staff use these plans to create their own weekly plans, both sets of plans are evaluated and impact on next steps in learning. The targets within the plans are linked to our curricular overviews. SLT monitor teaching and learning through plans and by observing lessons in class. Pupils contribute to regular learning discussions with SLT

Next Steps

From discussion with all stakeholders further improvements are planned for next session's PLPs.

To continue with "Me Time" in a new format to support parental engagement at home.

Continue with moderation activities within school, within cluster and taking opportunities to be part of national events.

Continue to use the database and assessment files to support tracking activities.

Continue to review planning formats

Provide philosophy training for teachers to support questioning using high-order thinking.

4. Review of Progress for Session 2016-2017 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 3.1 Ensuring Wellbeing, Equity and Inclusion – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Wellbeing Fulfilment of statutory duties Inclusion and equality

Establishment Priority – Ensuring Wellbeing, Equity and Inclusion

Progress and Impact:

Hermitage Primary School has a positive ethos throughout the school which many visitors comment upon. There are excellent relationships across the school, children are polite and well behaved and staff are nurturing and supportive. To further develop this and provide a common language the whole school community engaged in the Rights Respecting School initiative led by Miss Griffiths. After training and seeking good practice at a Renfrewshire school an action plan was drawn up and implemented successfully introducing all community members to children's rights providing a shared understanding. Staff use rights respecting language when dealing with playground incidents and the children are responding positively to these discussions. This will be developed further with refresher training in Restorative practice. Children are confident in expressing their opinion in discussing their learning and supporting choices in whole school and class decisions.

We have a successful record over a number of years in ensuring that children from deprived areas living in poverty and those with additional needs are supported in learning through, nurture clubs, targeted literacy and numeracy supports, social skills development and ESL needs are met effectively. A number of our pupils are also disrupted learners with significant gaps in learning which we require to identify and provide appropriate

strategies in place to improve outcomes. Class teachers work well with support staff and the additional needs teacher to ensure that teaching and learning are effective for all pupils. GIRFEC training takes place annually and staff prepare for child's planning meetings using SHANARRI. Lunch clubs are available for identified children who find the large playground or the large lunch hall difficult to manage.

Next Steps

To provide Restorative refresher training to all staff.

To continue with all relevant support strategies where possible.

To continue with the Rights Respecting School initiative.

To train two play therapists on an accredited course.

To introduce better movers better thinkers to pupils

To source mental health awareness training to support staff in identifying pupils at risk

4.	Review of Progress for Session 2016-2017 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 3.2 Raising attainment and achievement – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners

Establishment Priority – Raising attainment and achievement

Progress and Impact:
At Hermitage Primary we are continuously striving to improve all of our pupils' attainment ensuring they have the best start to their education possible. Our pupils make excellent progress from one level of attainment to the next. Pupil progress is tracked by teachers providing daily feedback to pupils, using AifI strategies, assessments at the end of block teaching and summative assessments to check retained learning over longer periods of time. Our development work in creating and using summative assessments is proving useful to support and evidence professional judgement.

Teachers also create Forward Plans and evaluate learning and teaching as their plans progress. Teaching staff enter all assessment records in their stage assessment file at the end of each learning block. The management team discuss progress with class teachers four times each session at moderation meetings using the assessment files, forward plans and our in-house database to inform our discussions.

Class Reviews are held three times each session to ensure that all learners' needs are met. Our tracking systems are robust and highly effective. Our pupils are confident and can demonstrate this in discussions about their learning and next steps. Achievements in fitness, health & well-being and ICT are acknowledged annually with certificates. There are monthly achievement assemblies, each stage has a record book of achievements and each pupil records their own achievements in their personal planner. Pupils and Parent Council have influenced the changes to the pupil personal planner. Pupils track and review their learning in "Me Time". Our statistics demonstrate that our most disadvantaged pupils are making good progress.

Next Steps:

To continue to develop our database and analyse assessment results to ensure professional judgment is robust.

To continue with existing practices to track pupil progress

To continue to develop pupil confidence in discussing their own learning and identifying next steps

To continue to develop PLPs with pupils and parents

To continue to work with our cluster partners to ensure moderation is robust across our cluster.

4.   Review of Progress for Session 2016-2017

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 – QI 2.2
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	.Rationale & design Development of the curriculum Learning pathways Skills for learning, life and work . . .

Establishment Priority –

Progress and Impact:
At Hermitage Primary all stakeholders work together to develop an aspirational curriculum. Our curriculum is progressive across all areas and reflects skills and knowledge that pupils require to develop to ensure that they have the best possible primary education. In addition our curriculum equips our pupils with skills for life and work as well as successful further studies in high school. We protect time each learning block to discuss the curriculum and work collegiately to review and amend it. We regularly seek good practice and information from local, national and internal sources to inform our discussions. Our development of the curriculum is ongoing and continuous.

Our skills development teams have made very good progress this session despite our teacher shortages. Skills progressions in social studies and technologies is now complete. The Expressive Arts team has made very good progress with music, drama and art skills and progression is now complete. Our curriculum file which guides our planning across curricular areas is updated as required.

In developing our curriculum staff routinely ensure that children are exposed to a significant variety of careers and the skills required for them, this is appropriately linked to the curriculum. We work with community partners, parents and agencies who support this work. Staff also use local places of interest, the playground and external visits e.g. Edinburgh Castle, Stirling Castle, Kelvingrove Museum etc to support learning. Our curriculum planning reflects the high attainment expectations parents and staff have for the pupils.

Our development work in French is making good progress all staff received training from Alliance and are beginning to feel more confident in the delivery of a modern language. The progressive programme implemented from primary one to seven demonstrates good learning and attainment is good. Miss Todd will lead this development next year and review the programme with staff. This development was shared with parents who are complimentary about their child's progress and the extensive programme developed.

Literacy overviews were rewritten by staff in a format to support literacy planning, providing greater clarity of expectations particularly for new staff members or staff moving stages.

Next Steps:

To review PE skills and progression across the school.

To continue to reflect on our curriculum and amend as informed by local, national guidance.

To continue with French development

To implement and review the skills progressions developed this session

To review our programmes against the national benchmarks released this session

To implement and review new literacy overviews.

5.	Our overall evaluation of our establishment's capacity for continuous improvement:		
HGIOS 4	**Quality Indicator Inclusion & equality**	**School self-evaluation**	**Inspection evaluation**
1.3	**Leadership of change**	• Developing a shared vision, values and aims Level 5 • Strategic planning for continuous improvement Level 5 • Implementing improvement and change Level 5	
2.3	**Learning, teaching and assessment**	• Learning & engagement Level 5 • Quality of teaching Level 5 • Effective use of assessment Level 5 • Planning, tracking and monitoring Level 6	
3.1	**Ensuring wellbeing, equity and inclusion**	• Wellbeing Level 6 • Fulfilment of statutory duties Level 6 • Inclusion & equality Level 6	
3.2	**Raising attainment and achievement**	• Attainment in literacy and numeracy Level 6 • Attainment over time Level 6 • Overall quality of learners' achievements Level 6 • Equality for all learners Level 6	
2.2	**The Curriculum**	• Rationale and design Level 5 • Development of the curriculum Level 5 • Learning pathways Level 5 • Skills for learning life and work Level 6	

5.	Our overall evaluation of our establishment's capacity for continuous improvement:		
3.3	**Creativity and employability**	• Creativity skills Level 6 • Digital innovation Level 6 • Digital literacy Level 6 • Increasing employability skills Level 6	

Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation School Review VSE	Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOS 4 QI	Wellbeing Wheel	Partnership Working
1	**Leadership and Management**	X		X	ED06	X	1.1-1.5		**Numerous**
2	**Learning Provision**	X		X	ED01	X	2.2 & 2.3	**Achieving**	**Numerous**
3	**Successes and Achievements** Well-being, equity and inclusion	X		X	ED01	X	3.1	**Included**	**Numerous**
4	**Successes and Achievements** Raising attainment and achievement	X		X	ED01	X	3.2	**Achieving**	**Numerous**
5									

7. Action Plan – Priority Number 1 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 1.3 Leadership of change – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Implement revised vison, values and aims.	All stakeholders will be aware of the revised vision, values and aims.
2	Literacy leader to lead developments to support raising attainment.	Increased motivation and attainment.
3	Numeracy leader to lead developments to support raising attainment	Increased motivation and attainment
4	PE development to ensure progression across all areas of PE	Progressive framework developed
5	Implement new PLPs and adjust "Me Time"	Increased parental involvement

Action Plan – Priority Number 1 – Leadership and Management					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	L Jackson	December 2017	June 2017 December 2017	Parent Council, staff, pupils	New signs for school, PLP pages implemented
2	Kirsty Todd Literacy	June 2018	October 2017 January 2018 March 2018 June 2018		Promoted post element of pay increase + 0.1 teacher cover to allow leader to be released from class
3	Nicola Thomson	June 2018	October 2017 January 2018 March 2018 June 2018		Promoted post element of pay increase + 0.1 teacher cover to allow leader to be released from class
4	Simon Henry	June 2018	December 2017	Teachers	Cover to be released from class as required
5	L Jackson	June 2018	November 2017	Teachers Parents	Advertising + school Budget £2500 Parent council meeting agenda item Twilight session for teachers agenda item

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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7. Action Plan – Priority Number 2 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 2.3 Learning, teaching and assessment – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring

	What are we going to do now? Specific actions related to priority	Measures of Success
1	To introduce Accelerated Reading from P2-7 & monitor progress	All pupils engaged. Improved reading ages and motivation.
2	P1 staff to attend phonics training and revise and improve current learning and teaching approaches.	Increased teacher confidence. Improved pupil motivation and engagement.
3	Introduce Mathletics from P3-7 & monitor progress	Enhanced motivation for children in numeracy.
4	Introduce Numicon for P1 and 2 and to support lower attaining pupils in other stages.	Increased confidence in number bonds, tables and place value
5	To introduce a variety of strategies to support numeracy attainment	Increased attainment in numeracy

	What are we going to do now? Specific actions related to priority	Measures of Success
6.	Philosophy training for all teaching staff.	Improved higher order thinking skills. Improved attainment and pupil challenge. Enhanced teacher pedagogy.
7	To introduce a variety of strategies to support numeracy attainment	Increased attainment in literacy

Action Plan – Priority Number 2 – Learning Provision

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Kirsty Todd	June 2018	December 2017	Teachers P2-7	PEF £2000
2	Lynda McMurdo	June 2018	December 2017	P1 & p2 teachers	PEF £1000
3	Nicola Thomson	June 2018	December 2017	Teachers P3-7	PEF £ 2500
4	Nicola Thomson	June 2018	December 2017	All teachers	PEF as required max £1000
5	Nicola Thomson	June 2018	December 2017	All teachers	PEF as required max £3000
6	L Jackson	June 2018	October 2018	All teachers	PEF £2000
7	Kirsty Todd	June 2018	December 2017	All teachers	PEF as required max £1000

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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OCTF	NIF DRIVER	NIF PRIORITY	HGIOS 4 - QI 3.1 Ensuring wellbeing, equity and inclusion – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Wellbeing Fulfilment of statutory duties Inclusion and equality

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Train two support staff to become play therapist.	Improved self-esteem and self-confidence of pupils receiving therapy.
2	Training for all staff in restorative behaviour approaches.	Improved pupil behaviour and positive attitudes.
3	To introduce 'Better Movers, Better Thinkers' to the whole school approach to physical activity.	Increased pupil concentration and readiness for learning.
4	Mental health awareness training for all staff.	Raised staff awareness of pupils who may have mental health issues.
5	Play Therapy introduction to all staff	Raise awareness of the purpose of play therapy and to help identify children who will benefit.
6	To continue with year 2 RRS initiative Level 1 recognition	Further embed language of RRS and achieve level 1 recognition

Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	L Jackson	April 2019	April 2018 June 2018 October 2018	L Mcmurdo mentor P Mulvenna mentor	£8000
2	L McMurdo	June 2018	NA	Tbc	PEF tbc Day sessions for support staff Twilight sessions for teachers
3	L McMurdo	December 2017	NA	Teachers	Twilight for teachers
4	L McMurdo	June 2018		Dr A Greig	Twilight session for teachers
5	A McNeillage & M Johnston	August 2017	NA	All staff	Powerpoint ½ day support staff Twilight for teachers

Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
6	Ailsa Griffiths/Louise Grafton	June 2018	October & December 2017	UNICEF Staff Parents pupils	Assembly times Agenda items on staff meetings and parent council meetings CORE meetings

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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7. Action Plan – Priority Number 3 – Successes and Achievements: Raising attainment and achievement

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS4 - QI 3.2 Raising attainment and achievement – Themes:
Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels	School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Listening and talking assessment moderation	Increased confidence of staff in ensuring assessment in listening and talking is robust.
2	Building leadership capacity. Literacy/Numeracy leaders audit current practise, seek out good practise and collaborate and moderate with staff.	Increased in support and development for staff. Increased challenge for pupils.
3	Continue to develop our database to support assessment	Assessment is rigorous
4		

	What are we going to do now? Specific actions related to priority	Measures of Success
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Action Plan – Priority Number 3 – Successes and Achievements: Raising attainment and achievement					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Kirsty Todd	June 2018	December 2017	Cluster colleagues All HPS teachers	Twilight sessions x3
2	K todd & N Thomson	June 2018	October 2017 December 2017 April 2018	Teachers MT Support staff parents	TBC as required
3	P Mulvenna	June 2018	November 2017	All teachers MT	Item on staff meeting agenda Monitoring and tracking MT sessions x3
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Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	**Leadership and Management**	Implement revised vision, values and aims	L Jackson	June 2018
		Literacy leader appointed to implement new developments and track pupil progress	K Todd	June 2018
		Numeracy leader appointed to implement new developments and track pupil progress	N Thomson	June 2018
		PE lead coordinator to develop progressive PE framework	S Henry	June 2018
		Expressive arts Development team to complete overviews	L McMurdo	October 2017
		Implement new PLPs and adjust "Me Time"	L jackson	June 2018
2	**Learning Provision**	To introduce Accelerated Reading from P2-7 & monitor progress	K Todd	June 2018
		P1 staff to attend phonics training and revise and improve current learning and teaching approaches.	L McMurdo	December 2018
		Introduce Mathletics from P3-7 & monitor progress	N Thomson	June 2018
		Introduce Numicon for P1 and 2 and to support lower attaining pupils in other stages.	N Thomson	June 2018
		To introduce a variety of strategies to support numeracy attainment	N thomson	June 2018
3	**Successes and Achievements Ensuring wellbeing, equity and inclusion**	Train two support staff to become play therapist.	L Jackson	April 2019
		Training for all staff in restorative behaviour approaches.	L McMurdo	June 2018
		To introduce 'Better Movers, Better Thinkers' to the whole school approach to physical activity.	L McMurdo	June 2018
		Mental health awareness training for all staff.	L McMurdo	June 2018

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
		To continue with year 2 RRS initiative Level 1 recognition	A Griffiths/L grafton	June 2018
		Play Therapy introduction to all staff	A McNeillage & M Johnston	October 2017
4	**SUCCESSES AND ACHIEVEMENTS Raising attainment**	Listening and talking assessment moderation	K Todd	June 2018
		Building leadership capacity. Literacy/Numeracy leaders audit current practise, seek out good practise and collaborate and moderate with staff.	K Todd & N Thomson	June 2018
		Continue to develop our database	P Mulvenna	June 2018
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