



Tinto Primary and Nursery

Establishment Improvement Plan and Standards and Quality Report



Session 2016-2017

Biggar Learning Community

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The Standards in Scotland's Schools Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Tinto Primary and Nursery and to celebrate our successes.

Tinto Primary and Nursery is situated in the village of Symington. The catchment area includes the villages of Thankerton, Pettinain and outlying areas. The villages consist of private housing with some council and Housing Association houses and flats.

The current school roll is 109 P1-7 pupils and 22 nursery pupils. The school staffing complement consists of a H.T, a P.T (0.4), 5 class teachers, a nursery teacher and two early years workers. There is also a CCC teacher who provides cover to allow each class teacher their allocated planning time. Support staff currently comprise of a team leader, a full time administrator and two classroom assistants

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In Tinto Primary School & Nursery we recognise that providing a happy, stimulating and challenging environment is only the beginning of achieving the following aims.

- To foster, amongst the whole school community, a climate of excellence.
- To enable each child to achieve their potential both academically, through the acquisition of knowledge and understanding, and in terms of personal achievements by fostering positive attitudes.
- To ensure every child receives the support needed to achieve their potential including additional support for learning, child protection, emotional and mental health.
- For every child in our school to feel nurtured, respected and happy.
- To prepare each child to live and work beside people, in school and in the future, co-operatively and respectfully.
- To develop a sense of values and moral responsibility towards each other and the world we live in.
- To develop in each child a commitment to, and enjoyment of, lifelong learning and the study skills to enable this to happen.
- To enable each child to develop effective communication skills, both oral and written.
- To involve parents, carers and the wider school community in a meaningful and purposeful partnership.
- To develop a sense of pride in Scottish and local cultures and at the same time developing an understanding, appreciation and respect for other cultures.

Tinto Primary has a very active After School Club that provides a variety of sporting, cultural and art activities throughout the year. The children also experience residential experiences from P4-P7.

1A Education Resources Statement of Purpose

The vision of South Lanarkshire Council is to *'Work Together to improve the quality of life for everyone in South Lanarkshire'*.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

Aims of the Learning Community

All staff in establishments and teams in the Biggar Learning Community are committed to working together to :

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regards to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.

1B

Establishment Aims

Key performance outcomes

- To ensure our pupils attain consistently high standards and that all pupils are enabled to make good progress from prior levels of attainment.
- To work closely with colleagues within school and the L.C. to agree consistent standards, track progress and use information to plan future learning

Impact on learners

To enable our pupils to be involved in and responsible for their own learning and development and be motivated and enthusiastic learners

Impact on staff

- To ensure staff have a shared vision regarding the provision of high quality education

Impact on the community

- To continue to work collaboratively with partner agencies to support families and pupils (ICS/ Social work/ health etc) and broaden experiences and remove barriers to learning
- To improve our global education programme in order to prepare our pupils for global citizenship and challenges of sustainability

• Delivery of education

- To continue to promote the use of the key principles to plan and evaluate teaching
- To improve our feedback to learners in order that they understand next steps in learning
- To discuss and share information with colleagues to ensure consistency
- To ensure time is built into the planning for the year to allow stage partnership planning.
- Opportunities to investigate new resources and their impact across the whole school including methods of delivery, i.e Heinemann Active.
- To make effective use of ICT to support planning, assessment, learning and teaching

Policy development and planning

- To ensure the working groups meet regularly to deliver the selected priority and are effective in policy planning
- To ensure effective use of information from pupil and teacher evaluations thus improving attainment and achievement for all
- Develop links to the high school for additional resources and re-enforcement of science.

Management and support of staff

- To build on the developing collegiate approaches in order to ensure an ethos of team working and professional engagement
- To ensure time is available to have stage meetings to plan and moderate teaching and learning / share CPD outcomes with colleagues

Partnership and resources

- To continue to build on existing links within our learning community to enrich learning and improve learner's achievements To continue to develop effective approaches to store monitoring and evaluation data
- To continue to develop moderation processes across the L.C

Leadership

- To encourage innovative approaches to teaching and learning and to continue to provide roles for staff, pupils and parents to lead in a variety of contexts
- To continue to develop our implementation of equality and diversity throughout the curriculum and ethos of the school

How well do our children learn and achieve?

Existing Strengths:

Effective measures are in place to raise attainment – Aifl / plenary sessions / feedback/Spotlight on Skills (1)(2) Evaluations given during Term 4 evidenced an increase in pace of learning P1-4.(1) (2)

A new tracking system has been piloted to audit attainment across and within the CfE levels for reading. This allows staff to ensure that pupils are appropriately supported and challenged.

A range of strategies are in place to measure of attainment. These include moderation across the L.C ; moderation within school regarding tracking, record keeping, planning and resources; use of SLAR and NAR; use of GL spelling and reading, SLC literacy baseline, TeeJay, Midlothian and H.M assessments and GL reading.(2)

Tracking has evidenced an overall improvement in reading and spelling and that a group of P7 pupils had a reading age of 14-18 this session .

Most learners are motivated and actively engaged in their learning and development. Feedback during and for each lesson has improved and is continuing to improve the learner's understanding of progress, strengths and development needs. Pupils are actively engaged in plenary sessions and are able to peer and self assess and use evaluative language effectively to support identification of next steps. Teachers are providing effective oral feedback and discussing next steps, some are providing good written feedback and next steps. Clearer and more specific targets for children should be set – individualised and recorded in learning logs.

(1) (2)

All staff are planning individual lessons using Learning Intentions and Success Criteria. These are shared with the pupils and as a result are impacting on the quality of almost all learner's achievements and attainment. Plenary sessions are evidencing the pupils understanding of their progress towards selected L.O. (1) (2)

As the children move through the school they are offered opportunities to take on additional responsibilities. P4 pupils organise the monthly "Top Table" which rewards good manners in the dining hall; P5 pupils organise playground activities, P6 pupils organise the Wall of Fame and P7 pupils have House Captain, JRSO and buddy roles. The VSE feedback evidenced that pupils had a strong voice within the school and were leading their learning.

Most children contribute to the wider life of the school and community through their involvement in after school clubs. Teachers and parents work in partnership to offer a variety of activities from chess, gardening, cookery, dance, karate, chanter, badminton and football. Achievements in and out with school are recorded in diaries, yellow jotters and Wall of Fame. Teachers monitor these and ensure all pupils have achievements recognised in school and that these are recorded(3)(4)

Pupils from P4-6 experience outdoor learning in a residential setting. The programme is devised in partnership with SOEC and is progressive and developmental in terms of knowledge and skills. P7 pupils experience a city residential to consolidate prior learning and this builds on their previous residential experience in terms of responsibility and independence.(4)

The school community worked effectively together to gain their second Green Eco School Flag (2013)

and are currently working towards their third green flag and the SLC Making Rights Real award. All children have the opportunity to present their views and have a voice in order to contribute to the life of the school, wider community and society. There are increasing opportunities for children's views to be taken into account. (6)

Pupils are also offered the opportunity to present assemblies to their peers. These can range from fund raising events, eco news and dramas.

The pupils organise a variety of fund raising events throughout the year for charity, as an enterprise initiative, to provide funds for residential and trips. (4)

Two members of staff are studying for a Middle Management qualification, another has achieved the qualification this session and another is completing a Masters. All are taking on additional leadership roles. All staff are involved in curriculum development through working parties.

Tinto Primary was the first school in SLC to achieve Cycle Friendly status and the first school in Clydesdale to operate a Credit Union. The children and parents support both these initiatives by participating in cycling proficiency training and the savings scheme. Both initiatives offer skills for life.

Evidence

1. Teacher planning folders
2. H.T M&E folder
3. Profile Yellow jotters
4. Website
5. ASN pupil folders
6. Committee minutes and folders

Areas for development:

- Record keeping across the curriculum
- Moderation of other areas of the curriculum
- Deepen pupil and parent engagement in pupil learning and target setting/evaluations using Learning logs
- Continue working in partnership with the learning community to moderate and share good practice
- Continue to engage with parents to increase understanding of the CfE levels and what they mean for their child – leaflets, workshops, newsletters etc
- SEED study in H&WB
- Staff to further develop a shared knowledge and understanding of attainment levels for CfE
- Outdoor learning to become embedded as part of teaching and learning across the curriculum
- Continue to build on skills required for life long learning

1C

How well does Tinto P.S & N.C support children to develop and learn?

Existing Strengths:

Staff, pupils and parents worked together to develop an agreed vision statement and aims

Staff, pupils and parents worked together to write the Curriculum Rationale. Pupils are writing leaflets to explain the curriculum.

All children are consulted pre-topic to enable responsive planning to occur. This ensures planned learning experiences are built on prior knowledge and understanding, meet the principle of personalisation and choice and the children's interests.(1)

Agreed targets and curriculum areas are written in the pupil diaries termly for parents and pupils to share.(4)

All teachers plan daily in order to respond to children's needs. New planning formats enable tracking and next steps to be recorded and delivered effectively.(2)

Planning takes into account the four capacities, L.O., skills and cross curricular links(2)

Teachers are taking cognizance of pace, support and challenge in their plans to ensure differentiation is effective and raising standards (2)

C.T.'s work collaboratively with the H.T to evaluate their planning and to set next steps in learning. Evaluation and forward plan grids reflect the seven key principles and pupil voice. Parents are asked to comment in nursery floor books / pupil diaries/ open afternoon feedback forms (2) (5) (6)

Our assessment involves planned and good quality interactions with learners and is based on thoughtful and appropriate questions related to learning outcomes. We use a range of approaches to engage pupils in discussions about understanding and progress. We provide appropriate feedback to learners and help them to understand next steps in learning. Most learners can assess their own progress and engage in peer assessment. We use responsive planning during lessons to take account of learners' responses and interests (2)

We differentiate learning experiences using our understanding of the different ways children learn, and develop the learning outcomes. We know and respond to individual needs and talents build on previous learning. We plan to ensure entitlements are met whilst remaining responsive to local, national and global developments and pupil interests.(2)

We use assessment information to evaluate learning and teaching and improve our practice. We observe learners closely and are beginning to discuss and share our assessments with colleagues to agree consistent standards, track progress and use the information to plan future learning.

Learners are involved in discussions on what to learn and next steps. Parents are consulted and informed regarding progress.(2)(4)

We are developing record keeping which helps us track and report on learners' progress.

Parents receive regular and up to date information, including written reports, on their children's progress across the curriculum, and their strengths and next steps in learning. There is a good level of involvement of learners in arrangements for reporting and this helps to set learning targets.(2) (4)

Staff work effectively with other agencies to meet the identified needs of pupils. GIRFEC paperwork is completed as part of the on-going planning cycle. Additional support is sourced from the extended learning team and outside agencies as appropriate. Parents are consulted and kept informed of

progress. Pupils are actively involved in completing PLP's / My World paperwork.(3)

Able pupils are being supported and challenged across the curriculum to work independently and experiences are planned to enhance core knowledge (2)

A stimulating, motivating and safe environment is provided for all pupils

Legislation requirements are met in terms of A.S.N /L.A.C pupils and equalities (3)

Transition arrangements N-P1; from stage to stage; from P7-S1 continue to be effective. Nursery and primary staff work together during the summer term to ensure continuity and progression, they also work with the nursery children; P6 pupils buddy the pre-schoolers in preparation for school and continue this into P7. P6 buddies prepare a Welcome to School leaflet for their buddy. (2)

Transition stage-stage is well organised. Staff ensure information is passed on to ensure pupil's needs are met, attainment targets are shared enabling prior attainment to be built upon. (2)

Transition P7-S1 ensures personal strengths and development needs are discussed with High School staff to enable a smooth transition emotionally and academically (2)

Evidence:

1. Children's mind maps in forward plans / nursery floor books
2. Teacher's forward planning folders
3. Individual ASN pupil folders
4. Pupil diaries
5. H.T M&E folder
6. Nursery floor books

Areas for development:

- More rigorous evidence of pupil evaluations in jotters
- Evidence of regular target setting and evaluations for pupils
- Bundling of E's & O's to enable IDL links and effective time management
- Consider four contexts of learning when planning and evaluating
- Whole school format for record keeping across Literacy, numeracy, h&wb
- School curriculum overview to be finalised

1C

How well does the establishment improve the quality of its work?

Existing Strengths:

All staff are actively involved in self evaluation of teaching, planning, whole school initiatives and progress of Improvement Plan. Staff lead planning evaluation meetings with the H.T. (1) (2)(3)

We have a clear and well understood cycle for improvement planning. We involve our stakeholders at an early stage to discuss our plans. Staff and parents are involved in developing our I.P and in its implementation. We continually evaluate the impact of the plan on improving outcomes for learners (2)

Our school I.P. clearly reflects our school's shared vision along with local and national priorities and is presented so that our stakeholders find it accessible. The plan sets out challenging but achievable targets and indicates when they will be implemented, their impact on learners and how success will be evaluated and recognised (2)

In producing our I.P we make effective use of information from self-evaluation and P.D.R
Our commitment to joint planning with associated schools, partner organisations and services is evident in the use of integrated working to achieve improvement objectives. Our partners are involved in ensuring that learners are safe, healthy and well cared for and that they work towards their potential across a wide range of skills; that they are confident and responsible citizens who make an active contribution to their communities (2)

We have taken account of issues of staffing continuity and sustainability in planning improvements(2)

Staff evaluate their own teaching and pupil learning at set times of the year alongside the H.T. Professional dialogue takes place regarding the observations and teachers and H.T agree next steps.(1)(3)

Staff engage in peer visits, evaluate their colleagues/ learning strengths and record the next steps that they will take into their own classroom as a result of the visit.(1)

Pupils are involved in recording their targets and evaluating their progress "Yellow Jotters". Achievements are also recorded in diaries and Yellow Jotters.(5) (6)

Pupils are involved in "learning conversations" with the H.T regarding literacy and numeracy and the curriculum.

Pupils, parents, teaching and support staff complete an annual questionnaire as part of the evaluation process. Results are communicated to the school community, including the Parent Council, and next steps identified in the I.P. (1)(2)(7)

Staff are actively involved in monitoring attainment and setting targets to ensure continued improvement (3),

The staff review process meets best practice identifying strengths and skills of all staff and highlighting their development needs. We have a clear framework of continuing professional development and review for all teaching staff. Information from staff reviews and evaluation meetings influence staff development activities and tries to support improvements for learners.(8)

We take responsibility for identifying and promoting the aims for professional development. Staff development is well planned, matched to identified school needs and draws on local and national training, work shadowing, peer coaching and mentoring. We follow up and evaluate the impact on

classroom practice and use findings to influence future planning.(8)

Staff learning and professional development is collaborative and collegiate. Staff meet to share understanding and engage in joint staff development. Joint staff development with partner services leads to improvements in the arrangements for supporting learners and their families(4) The impact of the GTC professional update will need to be a D.P session 2014-15.

Evidence

1. H.T M&E folder
2. I.P
3. Teacher's planning folders
4. I.P. and inservice / CAT / Working party minutes
5. Pupil diaries
6. Yellow jotters
7. Website
8. P.D.R folders
9. School profile and scoping paper

Areas for development:

- Pupil sense of ownership of yellow jotters/ evaluations/target setting. P1-3 not greatly involved in yellow jotters/targets – need to develop their evaluative skills and recording.
- Parent involvement in the above
- To complete the cycle of evaluations to deliver next steps effectively
- Professional reading to be embedded into CAT sessions

1C

How do you we ensure equality and inclusion and promote diversity across our establishment?

All staff and pupils are aware of our legal obligation to ensure equality for all. This is detailed in the Equalities position statement (1) Systems are in place to record and report incidents (nil returns)

Staff work effectively with other agencies to meet the identified needs of pupils. GIRFEC paperwork is completed as part of the on-going planning cycle. Additional support is sourced from the extended learning team and outside agencies as appropriate. Parents are consulted and kept informed of progress. Pupils are actively involved in completing PLP's / My World paperwork.(2) Staff are very good at identifying the children who need additional emotional and behavioural support and accessing services such as CUSTAD, Give Us a Break(2)

Able pupils are being supported and challenged across the curriculum to work independently and experiences are planned to enhance core knowledge (3)

Staff endeavour to ensure that all resources are representative and do not promote stereotypes

Staff ensure the S.L.C. Care and Welfare policy is in place

Pupil diversity in skills and talents is celebrated through performances, Wall of Fame, achievement assemblies

Evidence

1. Equalities position statement
2. ASN pupil folders
3. Teacher planning folders

Area for Development

- SHANNARI to be understood by pupils and parents. Letter a month in each class as part of H&WB programme

Section 2:

Planning for Improvement

2A	Improvement Priorities Session 2012/2013	Progress of Priorities and Impact for Learners
	<p>Improve achievement and attainment outcomes in all establishments annually till March 2016.</p>	<p>P1 literacy results from POLAAR and SLC screening used to support planning and differentiated learning. Class teacher (P1) worked in partnership with SfL and provided a workshop opportunity for parents of identified pupils to provide support at home.</p> <p>2015 GL results used for spelling groups and P4-7 reading groups (1) H.T takes the high achievers with a R.A. of 12-18. Planning done using "Tools for Reading" in consultation with c.t's. Staff assessments and observations evidence improvement in pupil depth of understanding and use of higher order questioning skills has improved across the curriculum as a result of using "Tools for Reading" approach.</p> <p>Staff using Midlothian maths assessments and TJ end of unit assessments for math. GL spelling & reading / TJAY / SLC literacy baseline continue to be used. Staff have also developed individual tracking formats for maths / spelling /reading.(2)</p> <p>Assessment jotters issued for each pupil for literacy and numeracy(3)</p> <p>GL reading results tracked and discussed</p> <p>Impact: Staff have good understanding and knowledge of attainment of each pupil; who needs additional support and able pupils. These are recorded in "staff" so H.T can access. Pupils are experiencing appropriately differentiated learning experiences. Most pupils are engaging in evaluating their assessments and discussing next steps with teachers</p> <p>Next steps: Revisit TACLAN guidance when having team planning meetings and to focus on the processes rather than the content. To increase staff k&u of the Significant Aspects and to use to support assessments</p> <p>For the H.T to use the whole school overview of most able and least able pupils per class (Education Scotland eg is 20% for each) and achievements as context for planning meetings</p> <p>GL spelling / reading to be done summer term 2016 and compared to June 2015. Reading groups to be planned from these.</p>

All teachers and pupils using a variety of strategies to assess the learning experiences, this is evident in class observations, pupil discussions and jotter feedback. (1)

Most pupils able to self and peer assess, linking the assessment criteria to specific L.I and S.C. (1)

Portfolios of evidence: All pupils have yellow “record of work” jotters (8). By the end of the session these will have examples of all curricular areas and pupil achievements.

Next steps: Whole school to improve on pupil target setting and evaluations at 6 weekly intervals. These to be shared with parents through the home:school diaries

Achievements Achievements celebrated on “Wall of Fame. The Wall is organised and updated by P7 pupils. Staff record these online and use to track and ensure all pupils have opportunity to achieve (5) and use this evidence to support the achievement section of the SLC reports

Next steps:

- To ensure the principles of moderation continue to be developed and are shared within school and across L.C
- Staff continue to evidence and identify pupils who require additional support. GIRFEC paperwork being well utilised by teaching staff to ensure appropriate support received by pupils.

Staff meet at set times (7) to discuss planning, assessments to ensure parity and pace within the Levels. Minutes recorded in staff log (6).

Numeracy co-ordinator working as part of Biggar L.C group to moderate the L.C planners (Level 2 & 3). This has evidenced that primaries are, at times, teaching more than they need to. All L.C staff moderated Early-second level. The new programme should allow for more depth in primaries and less repetition at high school (10)

Impact: The staff have a shared understanding and expectations of reading/maths levels across the school. Staff also have a shared understanding across the L.C schools of the how the technology outcomes can be taught as discrete and IDL and maths progression.

Staff have worked in partnership with L.C schools and Active Breaks to produce PEPAs materials. These are very well structured and will support staff and provide good quality P.E experiences for pupils.

	<p>Staff and pupil presentations to parents demonstrated how skills can be embedded into high quality learning experiences.</p> <p>Staff have worked collaboratively with L.C schools to ensure parity across the L.C and into high school for French. A p.o.s. has been produced with suggested resources. This will continue to support staff next session with implementation of 1+2.</p> <p>Overall Impact: Progression evident through the Levels. Evidence of pupil involvement in evaluations and target setting. Evidence of teachers assessment of Level gained. Achievements recorded by pupils. Pupils therefore gaining recognition for development of abilities outwith school and celebrating successes. Staff confidence has grown in regard to moderating activities and evaluative language has developed.</p> <p>Next steps: Continue moderation and working together with all stages and L.C schools. Parents to sign the diaries to evidence that they have seen them and are aware of pupil progress</p> <p>Continue to focus on the Significant aspects next session and how these can be used to support assessment and moderation; to continue to ensure pupil voice and parental understanding of the above.</p> <p>Continue to monitor workload issue</p> <p>Evidence sources:</p> <ol style="list-style-type: none"> 1. M&E file 2. Staff assessment files 3. Pupil assessment jotter 4. OSCARS on wall in each class 5. Staff planning diaries 6. Staff meeting log 7. Staff Calendar 8. Yellow jotters 9. Technology programme 10. Minutes of L.C working party
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<p>Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2016.</p> <p><i>Tinto To pilot p.o.s. N-P7 for all aspects of technologies:</i></p> <ul style="list-style-type: none"> • Staff and pupils confidently using all ICT equipment to enhance learning and teaching 	<p>:</p> <p>The L.C planners are proving to be unwieldy as a planning tool but of some use as an audit tool and to pass on information at transition. They are of value for showing lines of progression and links to relevant SAOL for planning; also for resources</p> <p>Early Level: The nursery pupils have experienced Facetime with Biggar nursery pupils linked to french1+2 programme and Bernard Bear</p> <p><u>P1</u> pupils have been emailing pupils in Skye linking to Katie Morag as part of S.S and literacy IDL and making powerpoint presentations to send to Skye</p> <p>Beebots have reinforced number recognition, positional language and introduced simple programming</p> <p>Tablets – digital skills, sources ie looking up met office weather</p> <p>Camera – videoing / pictures</p> <p>Desktop – mouse control / use of various programmes to enhance learning</p> <p><u>P1:</u> Teach Your Monster to Read/ Sumdog / logging on & off/ email/ powerpoint/ knex</p>

<ul style="list-style-type: none"> • All pupils and staff using the food technology / woodwork / lego etc confidently to enhance learning and teaching All pupils evidencing progression in all areas of technologies • Plans showing continuity and progression in k&u / skills in technologies • Pupils and staff engaged in evaluating the above 	<p>1st Level: Sumdog and Teach My Monster being used and ensuring challenge and enjoyment</p> <p>Not enough food technology has been experienced by the pupils</p> <p>2nd Level: Internet used for research. ICT skills used for powerpoints.</p> <p>Same points as above for food technology / construction</p> <p><u>Nursery</u> – involved in snack preparation / lego construction <u>P1:</u> Lego / Knex <u>P3-7</u> are using food technology and woodworking as part of the skills based Golden Time programme</p> <p>Planners do show progression and now need to be used to support teaching and learning across Technologies. Staff involved in termly and I.P evaluations. Pupils involved in termly evaluations</p> <p>Impact:Children experiencing ICT across curriculum and developing range of digital skills, knowledge and understanding. ICT used effectively to consolidate learning at home.</p> <p>Next steps: continue to monitor use of GLOW and have consider having as standing item on planners? Food technology is a weak area. Have as D.P next session, link to Better Eating, Better Learning and other docs. Ensure a progression line is in place. Will apply for grant to support this aspect with business link. Ensure lego and other construction / paper technology being experienced and in a progressive way. Angus planners have been updated – use these</p>
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<p><i>Build teaching capacity in languages 1+2</i></p> <ul style="list-style-type: none"> • Progression and continuity within p.o.s. across establishments and L.C in place • Staff awareness raised and knowledge, skills and understanding increased • SLC p.o.s. piloted and introduced from nursery / P1 	<p>L.C working party have ensured shared understanding of knowledge and skills to be taught. L.C working party unpacked SLC programme further and provided resource package to support implementation. This shared with staff at CAT session</p> <p>CAT session ensured all staff understood how to use the programme and how to embed into daily routines. Staff trained in French are leading the initiative and have provided vocab “words of the month” for all to use.</p> <p><u>Nursery</u>: participated in joint “Bernard Bear” project for French, including Facetime.</p> <p><u>Children P1-3</u> comfortably ordering lunch and greeting in French. Also colours and some songs.</p> <p><u>P5-7</u>: Continuing the previous French SLC programme as discrete teaching time each week</p> <p>Impact: Children enjoying learning French. Children are growing in confidence and their word bank is also growing. Children more confident in speaking in french</p> <p>Next steps: to continue to support teachers who are not confident re the implementation of French. To have French signage up around the school To ensure teachers using the ICT programmes bought by SLC to support implementation</p>
<p><i>P.E</i></p> <p><i>To familiarise staff with SALprogression/ skills development through P.E</i></p> <p>Pupil skill development in P.E improves through implementation of skills programme</p> <p>Pupils experience 2 hours quality P.E as a result of above</p> <p>Teaching wall impacting on pupil</p>	<p>.</p> <p>L.C in service day in November ensured shared understanding of the connections and PEPAS programmes. School has the teaching wall with the skills/ k&u up in the hall to refer to in P.E.</p> <p>Early: Nursery using the Connections programme well. Staff find it of value re unpacking and progression of skills. Gross motor skills being developed progressively and linked to core outcomes. Ayreshire planners providing scaffold re progression. Better movers Better Thinkers is supporting development of skills</p> <p>Level1: Daily Mile now being implemented</p>

<p>k&u of P.E and their skills</p> <p>Uptake of lunch time and ASC activities improves</p>	<p>PEPAS and Ayreshire planners being used</p> <p><u>Lunch time clubs</u>: these organised by P5-7 pupils and include skipping, rugby, football, playtime activities. <u>ASC</u>: include netball, football, dance, games <u>G.T</u>: circuits, kick boxing</p> <p>Impact: Pupils are having 2 hours quality P.E. Teachers are using the Ayreshire and PEPAS programme. However the PEPAs programme is very big and takes time to navigate, content is excellent</p> <p>Extra curricula activities having a positive impact on school ethos and pupil responsibility plus behaviour in the playground (Citizenship, effective contributor)</p> <p>Next steps: Staff want a programme for the school that details which aspects of the PEPAs / Ayreshire planners to be used to deliver the outcomes. The outcomes also to be planned for practical purposes ie all do gymnastics same term so equipment left out in hall. Also need to ensure all staff using same recording / assessment materials</p>
<p><i>Maths</i></p> <ul style="list-style-type: none"> • <i>Implement Level 2&3 at BHS and primaries</i> • Develop Early, 1 and 4th Levels to ensure they dovetail and provide progressive programme • Continuity and progression evident primary-high school • Pupil learning consolidated / depth • Staff across sectors to moderate 	<p>All schools in L.C audited the maths planners to match with outcomes, to ensure progression, depth. Working party had previously audited, evaluated and rewritten Level 3 and 2 and this evidenced that too much was being taught at Level 2 so depth of understanding compromised. This then had impact on Level 1 and Early. These then audited by all staff during Nov inset and adapted to ensure progression and depth Early-Level 3.</p> <p>Heinemann Active Maths being used P1-3 successfully – not all of it but aspects selected to enhance teaching and learning</p> <p>Impact: Professional dialogue re the use of schemes vs the unpacked outcome was very valuable. Teachers also had the opportunity to share resources and teaching strategies, plus some assessment methods.</p>

<ul style="list-style-type: none"> Shared understanding of content and process 	<p>Next steps: to implement and pilot next session. New programme sent to D.O as the previous Biggar programme formed part of the SLC numeracy strategy</p> <p>Also to bid for Raising Attainment monies to improve quality of teaching and knowledge and understanding across the L.C</p>
<p>Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2016.</p> <p><i>Raise staff awareness of GTC Standards and impact on P.D.R, CLPL (Career long and professional learning) and continued GTC registration</i></p> <ul style="list-style-type: none"> Reflective practice impacts on pupil learning experiences Staff accessing GTC website to support self evaluation and reflective practice <p>Staff referring to standards in PDR discussions / reflective conversations and evaluations</p>	<p>CAT session on CLPL/ PDR expectations raised awareness</p> <p>All staff participated in PDR and engaged in professional dialogue with H.T</p> <p>1 member of staff completed Middle Management course 1 member of staff engaged in Middle Management course (maternity leave) 1 member of staff currently engaged in M.Ed</p> <p>1 member of staff engaged in Erasmus</p> <p>All staff have attended twilight courses throughout the year including P.E / Tools for Reading/ Big Maths/ First Steps in Maths</p> <p>Staff using pupil self assessment and evaluations to inform own teaching evaluations</p> <p>Evaluative skills are improving for staff and pupils</p> <p>Pupil voice valued</p> <p>Impact: All staff engage in professional, reflective dialogue at CAT sessions and with H.T. during planning and feedback meetings. Evaluations are evidence based and next steps discussed. Impact is now embedded as part of the discussions. Staff feel the GTC website is time consuming re hours spent entering courses/impact and do not reflect impact on learning and teaching</p> <p>Next steps: to introduce professional reading as part of CAT next session</p>
<p>Progress recommendations of Getting it Right for Every Child (GIRFEC) till March 2016</p>	<p>Staff continue to refer to SHANNARI / All About Me/ My World Triangle when writing reports for other agencies</p> <p>Children involved in their own learning re setting and evaluating targets</p>

	<p>Impact: Staff conversant re GIRFEC and confident to link not only to care and welfare but also specifically to learning</p> <p>Next steps: To ensure My world triangle is completed by every pupil next session. This will provide a record of where the child identifies their strengths and support needs. Also to increase pupil knowledge and understanding of SHANNARI - a letter a month in each class.</p>
<p>Progress the key themes of self evaluation and leadership in all establishments and services till March 2016.</p> <p><i>Pupils to engage in self evaluation and identify quality learning experiences /set specific targets to evaluate</i></p>	<p>Early: pupils are involved in target setting / next steps. These often skill based Plenary sessions provide opportunities to discuss learning, if L.I met, next steps Blooms questioning used across curriculum – teacher and pupil skills continue to progress Teachers are teaching evaluative skills Teachers trying to ensure time for learning conversations with pupils</p> <p>First: Teacher evaluative skills improving. Need to continue to develop evaluative skills of pupils as the pupils often focus on the enjoyment aspect rather than the learning intention/success criteria.</p> <p>Talking and listening skills are improving and these linked to continued use of Blooms and Tools for Reading. Children engaging in higher level discussions and this having positive impact on higher order thinking skills. Pupils are responding well to target setting and feedback Would be of value to plan for time to have more evaluative dialogue on a daily basis with pupils – challenging with the younger pupils</p> <p>Second: Children have an increased understanding of their learning and next steps. Children are taking more responsibility for their learning and the impact of different learning styles</p> <p>TACLAN used to refer to when planning – SAOL / skills/assessment (even although not all staff refer to the TACLAN document)</p> <p>VSE team moderated our evaluation of “Pupil voice”. This was a very positive experience and validated the information gathering processes, teaching and learning strategies and opportunities given to pupils. Suggested next steps corresponded to our own identified next steps –</p>

<p><i>To develop a shared understanding of quality learning experiences across the curriculum to include</i></p> <ul style="list-style-type: none"> • <i>Bundling of outcomes</i> • <i>Learning logs</i> • <i>Pupil target setting</i> • <i>Assessment (incl SAOL)</i> • <i>Tracking</i> • <i>Monitoring of attainment and achievement</i> 	<p>more formal recording of pupil targets.</p> <p>Staff are engaging in professional dialogue and reflecting on observed lessons / planners and teaching. Written evidence in termly evaluations.</p> <p>Opportunities for professional dialogue are good when they occur. Time management for this is challenging. Some assembly time and CAT sessions have been used and these were of value. Early years across L.C have been meeting to discuss Building the Ambition and its impact. Nursery parents meeting with H.T re building the ambition also (although attendance varies)</p> <p>Quality of teaching and learning continues to improve. Need to develop robust tracking to evidence this</p> <p>SAOL used to focus on specific assessment opportunities when planning learning experiences.</p> <p>H.T has tracking for reading, spelling, 20%able/support needs. Need to design maths tracker and discuss what to be tracked and monitored.</p> <p>Impact: Staff and pupils regard evaluation as part of everyday teaching and learning. Staff and pupils able to evidence evaluative statements and these becoming enriched in terms of evaluative vocabulary</p> <p>Next steps: Robust tracking procedures Robust assessments as whole school approach to inform next steps More protected time for professional dialogue Pupil profiles to be built on from the nursery profiles Bundling of outcomes to be completed Maths tracker</p>
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