



Argyll and Bute Council: Community Services: Education
Annual Standard and Quality Report and Establishment Improvement Plan

Establishment	Garelochhead Primary School
Area	HALCO
Session	2018-2019



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SIGNATURES			
Head of Establishment		Date	
Education Officer		Date	

1. Establishment Context

Garelochhead Primary School is situated within the grounds of Bendarroch Park in the centre of the village of Garelochhead. Helensburgh is 8 miles away from Garelochhead and is our nearest town. There are excellent rail and bus links to both Helensburgh and Glasgow.

The school's catchment area stretches from Shandon to Rahane on the Gareloch and as far as Strone Mallon on Loch Long. The village of Portincaple, on Loch Long, also lies in our catchment. Bus and taxi transport is provided where appropriate for those children living in outlying locations.

Our community is diverse, with many residents working in private or public sector occupations, often commuting to Helensburgh or Glasgow. The north entrance to HM Naval Base Clyde lies about a mile from the village and a fair percentage of our families have an involvement with the base.

The school celebrated its 125th anniversary in 1999; therefore in six years time we will be celebrating our 150th anniversary. Many changes have taken place over the years and the present administrative block is housed in the original Bendarroch House, with further extensions to the building providing classroom accommodation. The generous accommodation also includes two halls. On the lower level we have a general-purpose area / music room and the main hall is used as an assembly hall / gymnasium / dining room.

We presently have 10 classrooms, with 5 being used for full time classes. In August 2018, we will be going up to 6 full time classes. One room is used as a support for learning base/nurture room, and another as a staff resources room/quiet room where small groups of children go to do Nessy, a digital spelling/reading programme or when they need support to focus on their work. Garelochhead Playgroup has two rooms within the school. This has enabled us to organise an enhanced transition calendar for Pre-5 children making the move into primary school.

This year we have had a newly qualified teacher teaching the P4/3 class. She has done extremely well and was awarded the Argyll and Bute Best Probationer of the Year award.

Over the last three years due to the increasing school roll it has been necessary to reconfigure classes midway through the school year.

The local high school that the majority of our pupils go to is Hermitage Academy in Helensburgh. They travel there by bus. P7 children from Garelochhead benefit from a number of transition events and 2 days induction at Hermitage Academy prior to starting the following August. In terms 3 and 4 they complete a course of work that forms a portfolio, which they take with them to high school.

We are not classed as an attainment challenge school, but were awarded £14 400 through the Pupil Equity Fund to reduce the attainment gap for the more disadvantaged pupils. We used this money to take part in a Collaborative Action Research (CAR) project with three other schools, John Logie Baird, Colgrain and Rosneath. We worked in collaboration with the Robert Owen Centre for Educational Improvement at Glasgow University and Alison Drever, an attainment advisor for Education Scotland. The focus of the CAR project has been to investigate the pedagogy of the learning and teaching of reading, particularly reading comprehension. To then undertake a lesson study approach for the implementation of a chosen strategy and to evaluate its impact on attainment for a targeted group of children. The impact of this study will continue to be tracked this coming session and teachers will be cascading the knowledge and skills that they explored to other colleagues taking part in the collaboration. They will be doing this through inter-schools team teaching opportunities in terms 1 and 2.

1. Establishment Context

The focus of this years PEF funded project is to close the attainment gap for children in SIMD bands 1-5 by answering the following questions.

- How do we develop a shared understanding of progression across the school?
- How do we develop consistent high quality learning experiences for targeted children that provide the appropriate pace, challenge, progression, differentiation and consistency?
- How do we ensure that our curriculum is engaging, inclusive and relevant to the current priorities of Our Children, Their Future and NIF.

2. Our vision, values and aims

Our vision, values and aims were updated through consultation with stakeholders in session 2015/2016 and these are clearly displayed in the school foyer. We feel that our vision, values and aims reflect the national priorities of inclusion and equity and the priorities of Argyll and Bute as laid out in Our Children, Their Future.

Our vision, values and aims are as follows:

Vision - As an inclusive learning community, pupils in partnership with staff and parents will be encouraged to reach their full potential in a safe, stimulating and nurturing environment to enable them to take their place in the wider world.

Our shared values across the school help us in our learning to be:

- Confident
- Respected
- Safe
- Honest
- Hardworking
- Happy

We aim:

- To provide an appropriate curriculum to meet the needs of all our pupils in a fun, exciting, stimulating, challenging way, linked to the 4 capacities and design principles of CfE.
- To provide a happy place to work and learn, where staff, parents and pupils will learn together in a positive climate of good relationships.
- To provide learning opportunities for our pupils to become valuable members of our school and community families and to aspire to be respected citizens of the future.

3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	Throughout session 2017/2018 we have had a whole staff meeting each term, 11 hours of teaching staff meetings and 16 hours of development meetings. This then culminated in the whole staff reviewing our progress during the inservice day in May 2018, discussing the provision at GPS and grading ourselves against 5 quality indicators in HGIOS 4 (1.1, 1.3, 2.3, 3.1 and 3.2), Our Children, Their Future and the National Improvement Framework. Staff have engaged very well with standardised assessments and the tracking of pupils' attainment. They have undertaken tracking discussions with the head teacher to review this data. Staff have taken part in teaching and learning self-evaluations, peer evaluations and management observations this session. The evaluation and writing of this standards and quality and improvement plan was completed after various consultations with staff.
Parent Council	Through Parent council meetings and our twice yearly parents' evenings the views of the parent body have been sought. Discussions on our Improvement plan priorities, Pupil Equity Fund ideas, were held at these meetings and during parents' evenings through questionnaires on aspects of our developments e.g. school uniform and communication. In consultation with the parents our new positive Behaviour plan has now been ratified and is being used by the staff. Parental views on our communication systems have been discussed and revised accordingly. We have an open door policy for parents to get in touch to discuss the welfare of the children.
Pupils	The pupils were consulted at pupil council meetings and during whole school assemblies. During house assemblies the House captains and vice captains lead the children in discussions about the school and if there are any improvements needed. There is constant discussion about the playground with the council representatives giving ideas on how to make this more engaging for the children e.g. a revamp of the playground toy boxes, buying new resources, development of the new playground area we will get after the summer, the need for new blinds in the classrooms. Also the council came up with a need for house captains and vice captains to get to know the members of their house groups better, so introduced a policy of asking 3 children to talk about themselves to the others during each house group discussion time.
Volunteers working in school	Using face to face discussion, the opinions and views of volunteers in the school have been gained. We are at present developing an evaluation sheet to be used for getting ideas / opinions from our stakeholders.
Community Partners	Using face to face discussion, the opinions and views of community partners visiting the school have been gained e.g. dental nurses, school nurses, educational psychologist and Hermitage Academy colleagues. We are at present developing an evaluation sheet to be used for getting ideas / opinions from our stakeholders.
Local Cluster	We have been working with other schools, Kilcreggan (Numeracy) on developing and evaluating our holistic assessments, John Logie Baird, Colgrain and Rosneath (Reading) that has involved implementing and evaluating a Collaborative Action Research project, auditing the implementation of Languages 1+2 in the school and the need for more training if appropriate. Termly HALCO Head Teacher meetings are held where discussions on cluster school improvements are discussed.

Participants	Engagement Details
Local Authority	Quality Assurance visits by the area Education Officer to discuss progress of the improvement plan developments and learning and teaching class visits have given us valuable insights into our improvement progress.
Overall impact of stakeholder engagement	This session we had 97 - 98% parental participation over our two parent evening events. Those that couldn't come on those dates made other arrangements to discuss their child(rens) progress. The use of Class Dojo to message parents and to send photographs and information about the daily life of the school has been well received and is successfully being used by the majority (over 98%) of the parental body. This system of communication was deemed one of the most effective by parents during our survey of the communication methods used by the school. Children therefore know that there is a continuous stream of communication between school and the home. The ethos in the school over this last year has been more positive with no formal exclusions and less meetings with parents about behaviour.

4. Review of Progress for Session 2017-2018 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of Change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change
Establishment Priority – Leadership of Change			
Progress and Impact: <ul style="list-style-type: none"> Dorothy Hughes, P7/6 class teacher, took the lead in Languages 1+2. She attended the key contact meetings and led class teachers in a self-evaluation 			

exercise on their level of skills in the delivery of French. As a result of the self-evaluation, staff then undertook additional training, at various levels, delivered by the authority during twilight courses. Staff are even more confident following the French programme and using the Power Language Platform. They are also now developing their own resources to use along with the platform to enhance the learning experiences of the children.

- Moira Johnstone, PT and P1 class teacher, continues to take the lead for our PSD programme and nurture approaches in the school. She conducted a survey of teacher's thoughts about the new resources being used and how they are being implemented. All of the teachers thought that a termly focus for PSD, used by all classes at an appropriate level showed progression and was making an impact as the children could talk about the focus more readily during class discussions and during whole school assemblies led by the head teacher. After using the PAtHs resource this year in P1, Moira indicated that continuing to use this resource with these children as they go up the school would be advantageous. Year 2 PAtHs has been given to us by the authority to use next session.
- The Head Teacher has taken the lead role in the collaborative action research (CAR) project, in discussion with staff and three other local schools. Very early on it was deemed too much for the probationer to help to lead this project. The researching, implementing and evaluating of effective teaching strategies for reading comprehension has been successfully implemented and staff have presented their findings at a showcase event. Statistics to show increased attainment in reading for our target groups is not available at present as it is too early to gather reliable data. However, all teachers report that children are more aware of the types of questions that can be asked, what strategies they can use to help them find the answer and that the children are asking higher level questions themselves about texts they are reading. The biggest impact so far, however, has been on teacher confidence. All teachers have agreed that due to going through this process they have changed their practice in teaching reading comprehension. They are now aware of the benefits of collaboration and learning along with other schools and the high level of inter school moderation this process offers. They are also more aware of the need for developing assessments that actually give them the information that they are looking for. We are hoping that with continuing to develop the strategies and teaching practice we will be able to gather reliable statistical data in the near future.

Next Steps

- Dorothy, in conjunction with the head teacher will continue to monitor the delivery and progress of French learning in school. However, this will no longer be an improvement plan priority but will remain on the maintenance plan.
- PAtHs years 1 & 2 will be implemented in P1, P2 with some aspects potentially being implemented in P3 also. The PSD programme will remain an improvement plan priority as part of our HWB with the PT remaining the lead. This year, the PT and P7/6 class teacher will start to evaluate the resilience of the school community and look at an effective teaching programme and resources for this.
- The head teacher will continue to lead, monitor and evaluate the impact of the (CAR) project and statistics on attainment will be gathered when appropriate. The school will continue to work with other schools on the curriculum and teaching and learning developments.
- P4 teacher will lead further develop and implementation of Number Talks and other strategies for teaching numeracy in conjunction with Maria McArthur, PT Numeracy.
- As part of our PEF funding identify a learning and teaching lead practitioner to research effective and up to date teaching strategies for literacy, numeracy and HWB.

4. Review of Progress for Session 2017-2018 – Learning Provision

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

Establishment Priority – Learning, Teaching and Assessment

Progress and Impact:

- During collegiate development meetings staff have been developing holistic assessments in literacy and numeracy. These are beginning to be used successfully with the children to gather assessment data. We have worked with the authority PT for numeracy and Kilcreggan primary school to evaluate and moderate the assessments created and to further develop our confidence and skills at developing relevant and reliable holistic assessments as part of our assessment evidence. The staff are now more confident at developing and using this type of assessment. They are more confident that the assessments give the information they require, however, they will continue to work on these as a staff to ensure quality.
- As a result of self-evaluation of French language skills undertaken by the teaching staff, all class teachers attended additional training, at various levels, delivered by the authority during twilight courses. This has increased the confidence of the staff when teaching French. With monitoring forward plans and by direct observation, the head teacher is confident that the children are following a progressive programme of French learning. This is backed up by displays around the school and in classrooms, which also show clear progression. The majority of children can answer questions in French at appropriate levels when asked spontaneously by other members of staff.
- With the development and implementation of a 7 levels planning format for IDL and reading, class teachers and the head teacher have been working together to ensure that there is a shared understanding of progression in these areas throughout the school. Professional discussions during collegiate meetings have been very effective in highlighting the necessity of ensuring progression and high teacher expectations. However, we need to make sure that this process is always followed up by an evaluation and feedback at the end of the planned work. This did not always happen due to other improvement plan priorities taking over collegiate time.

- A quality assurance calendar was devised at the beginning of the session and has been followed by the teachers giving them a range of assessment data for each child. However, we have deemed that this needs to be developed further and made more robust with the addition of holistic and other types of assessments. We have continued to use SEEMiS as our principle tracking system and it is clear in discussions with the head teacher that the class teachers are very knowledgeable about the attainment of their children and confident when discussing them. Unfortunately, we have not been able to devise a more detailed tracking system this session so this will carry over into the next improvement plan.

Next Steps

- Continue to develop and implement holistic assessments in numeracy and literacy collegiately.
- Work with 3 other schools, Robert Owen Centre (ROC) and Alison Drever to develop our 7 step planners further into 9 step planners introducing the developmental milestones from early years and level 3 steps.
- Work in collaboration with these schools to build up the teacher's awareness and a shared understanding of the progression pathways in HWB, literacy and numeracy.
- Work with the authority PT for numeracy to develop further the use of Number Talks and SEAL in First level.
- A learning and teaching lead practitioner will be identified to work in collaboration with the 3 other schools, the ROC and Alison Drever to research effective and up to date teaching strategies for literacy, numeracy and HWB. They will lead the rest of the teaching staff in self-evaluation and implementation of strategies and evaluate impact.
- Revision of the school curriculum overview and position statement.
- Development of a more robust assessment calendar and detailed tracking system.

4. Review of Progress for Session 2017-2018 – Successes and Achievements

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

community engagement <input type="checkbox"/> Strengthen leadership at all levels	Information		
Establishment Priority – Ensuring Wellbeing, Equity and Inclusion			
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • We have been fortunate this session to have been able to quadruple the number of children given nurture opportunities than last year. Both the learning support teacher (1 group) and the MOD funded teacher (2 groups) have run nurture groups for appropriate children this year. Results from using the Leuven Scale of Active Engagement have shown that 50% of the children who attended these groups are more actively engaged in their learning in May 2018 than in September 2017. Results from the 'Myself as a Learner' self-evaluation tool, offered to the children for the first time this year (May 2018), have shown that 61% of children are content and feel that they are achieving well in school. This has made a big impact on the calmness and readiness to work in most classes. • The draft Positive Behaviour Plan has now been ratified after consultation with the parent body (comments gathered at parent's night and from the parent council). A very small number of 'time out' periods were given to the children in the younger classes, P1 and P2 over the year. In P4/3, the number of 'time out' periods was higher in term 1 than in term 4. In P5/4, the number of 'time out' periods stayed quite steady throughout the year but were overall were not of a significant number. In the P7/6 class, despite, numerous circle time discussions, restorative approaches being used and the Positive Behaviour Plan being followed there was a higher level of disruptive behaviour over the year. For some children the amount of disruptive behaviour displayed did not diminish over time. What we did find is that in most cases we have been able to bring the children round to displaying more appropriate behaviour quicker than previously and that the level of disturbance and destruction has lowered over time. The number of parental consultations with the head teacher has not dropped over the year but interestingly the number of families involved in the consultations have dropped. For teachers, following the Positive Behaviour Plan has given a more consistent approach to misbehavior across the school and they are more confident in the way they tackle behaviour. In conclusion, the Positive Behaviour Plan, working alongside our PSD programme, has had a positive impact on consistency of approach throughout the school and also the behaviour of the children in the younger classes. • The PATHS programme has been implemented throughout the year and enjoyed by P1 children. The children are able to recite some strategies to help them with their feelings, emotions and social interactions and some children have been observed using the strategies when in school. However, we need to think more carefully about how we measure the impact of the programme as what we proposed using did not really give us the information we required. As the children are very young, we plan to continue to use PATHS is going to continue in P2. • 100% of parents signed up for Class Dojo. An evaluation of systems used by class teachers to communicate with parents and carers in March, showed that Class Dojo was one of the favoured forms of communication. 85% of returns gave a positive result for Class Dojo. Parents particularly liked seeing photos of the work that their children were doing in school posted on the class story page and whole school news posted on the school story page. Teachers have found it a quick and sustainable way of informing parents of events, changes to timetables or the need for resources etc. Both teachers and parents have said that it has had a beneficial impact on the relationship between school and home. • The research and evaluation of other Apps for children to use to showcase their work to parents did not happen. This will be discussed as a staff and carried out next session if we still feel it appropriate. 			

Next Steps

- Continue to offer nurture opportunities for appropriate children.
- Continue to track engagement using the Leuven Scale, increasing to termly evaluations.
- Continue to track children's perceptions of themselves using 'Myself as a Learner' over time.
- Continue to use PAThS in P1. Introduce Year 2 PAThS in P2 next session. Discuss with staff ways that we could measure the impact of PAThS, implement and evaluate the relevance of the data collected.
- Research other online Apps/programmes that children could use to showcase their work to parents more independently. Evaluate effectiveness.

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners
Establishment Priority – Raising attainment and achievement			
Progress and Impact: <ul style="list-style-type: none"> • Staff have successfully completed a collaborative action research project with 3 other schools from the HALCO area supported by the Staff from the Robert Owen Centre for Educational Change and Alison Drever, Attainment Advisor, Education Scotland. This project was funded by the Pupil Equity Fund. The aim of the project was to increase attainment in reading for targeted children in SIMD bands 1-5. Overwhelmingly, all staff groups stated that it 			

was too early in the collaborative action research process to obtain data for reading attainment that would statistically show the impact the project had had. However, there were a number of positive outcomes observed throughout the process.

- Impact for pupils in target groups and others:
 - All staff trios said there was an increase in the level of engagement of pupils during the lessons.
 - There was an increase in the level of children using the class library.
 - There was an improvement in the ability of children to work in mixed ability groups.
 - Pupils were more aware of the types of questions and answer techniques, could discuss them and make up their own examples of the different types of questions.
 - Pupils became familiar with strategies to use and were able to select the correct strategy to use during reading tasks.
 - The opportunities for writing linked to the reading project produced a better standard of writing in the majority of cases.
- Impact for teaching staff:
 - Teachers enjoyed the process of exploring and researching different pedagogies related to the improvement of reading.
 - They gained confidence to try new strategies and evaluate their use in different school settings.
 - Teachers benefited from the opportunity to observe staff from other schools during lesson studies and the professional dialogue this generated.
 - Teachers had a better understanding of the shared expectations for attaining a level in reading.
 - Teachers became more aware of the need for assessments that are relevant to the information that you want to gather.
 - Teachers are more motivated to continue to undertake classroom visits.
- The MOD funded teacher, along with the classroom assistant have continued to use the PM Benchmark reading resource with targeted children. This intervention has been offered to appropriate children from a number of stages this session and continues to have a significant impact on the reading attainment of these children. The average increase in reading attainment is 15 months. However, we find that the impact of the programme is greatly influenced by those parents who reinforce the programme at home. This intervention will continue as long as we have the level of human resources that we require to deliver the programme.
- The learning support teacher has supported class teachers in the use of strategies from Number Talks by doing a series of 15 minute team teaching sessions. It is too early in the process to measure impact of this initiative, however, teachers have observed that some children are becoming more confident when explaining numerical processes and the strategies they have used. This will be enhanced this coming year as we are taking part in an authority led Number Talks project.
- Staff have worked with Kilcreggan PS and the area PT for Numeracy on the development and moderation of holistic assessments in both numeracy and literacy. Staff are beginning to plan for the use of holistic assessments in these two areas of the curriculum and through a moderation exercise are gaining confidence in their ability to create holistic assessments that are relevant for the data you want to collect.
- Likewise, attendance at first level and second level moderation events held by the authority have enabled two teaching staff members to evaluate children's work alongside colleagues. The impact of this, is that we have members of staff who are more confident in evaluating the evidence for achieving a level and supporting all staff during professional dialogue and tracking and monitoring meetings. We can be more confident that we are developing a shared understanding of what a child needs to do to achieve a level.

Next Steps:

- Continue to work with the other three schools in the HALCO area by sharing practice/strategies for reading through lesson observations.
- To develop further our shared understanding of the progression pathways for numeracy, literacy and HWB.
- To continue to take part in authority led moderation events at all appropriate levels.
- To continue to develop our use of holistic assessments in literacy and numeracy.
- Staff to take part in the Authority initiative to raise mental agility in first level numeracy and mathematics run by authority PT.

5. Our overall evaluation of our establishment's capacity for continuous improvement:

HGIOS?4	Quality Indicator	School self-evaluation	Inspection evaluation
1.3	Leadership of change	<p>Satisfactory/Good</p> <p>More of the staff, including non-teaching staff have been involved in leading school improvement this year. This includes changes not given priority in the IP e.g. playground initiatives led by non-teaching staff.</p> <p>Teaching staff meetings and whole staff meetings to discuss improvements continue to take place.</p> <p>Through the CAR process and collaborating with colleagues from other schools, teachers have more confidence and capacity to lead change in their own classrooms.</p> <p>Head teacher has visited 4 schools in two other authorities to support research undertaken for developing relevant targets for improvements of the curriculum in</p>	

5. Our overall evaluation of our establishment's capacity for continuous improvement:			
		2018/19. Collaboration with the Robert Owen Centre and Alison Drever continue to inform and support improvements.	
2.3	Learning, teaching and assessment	<p>Good</p> <p>The CAR process has enhanced the learning experiences of the children. The opportunity for collaborative planning, lesson study, moderation and evaluation this process has given us has resulted in more creative lessons, lessons with relevant progression and purpose. The chance for staff to undertake research and professional dialogue about effective pedagogies for teaching reading and assessment techniques have given them more confidence and capacity to repeat the process in other areas of the curriculum. Discussion between class teachers and the head teacher in tracking meetings and termly evaluations written by the learning support teacher enables us to quickly respond to differing needs and target support effectively. Collegiate planning has ensured that progression is evident across the school for IDL and reading. Participation in 1st and 2nd level moderation events have given two members of staff the capacity to support other members of the teaching staff with gathering data for achieving a level. We incorporate outdoor learning, cooperative learning and other teaching approaches in as many aspects of the curriculum as appropriate. This year we have purchased 15 more iPads, to enhance</p>	

5. Our overall evaluation of our establishment's capacity for continuous improvement:			
		<p>the learning in digital technologies at early and 1st levels.</p> <p>Most members of the teaching staff participated in the literacy and numeracy workshop CPD event held in the HALCO area. This has led to some new strategies being trialled with the children and resources being bought.</p>	
3.1	Ensuring wellbeing, equity and inclusion	<p>Good</p> <p>All teaching staff members participated in a CPD session aimed at improving the provision of PE delivered in school. 98% of parents have signed up to Class Dojo and this aids our home/school communication and parental engagement greatly.</p> <p>The introduction of new PSD resources and approaches and the use of the PThS Year 1 pack have been effective in supporting the emotional and social wellbeing of the children. PThS Year 2 pack, obtained from the authority, will be introduced 2018/19 in P2. Other packs for further up the school will be purchased to support the programme.</p> <p>Nurture groups led by the MOD funded and learning support teachers have continued and offered to more children as appropriate this session.</p>	
3.2	Raising attainment and achievement	<p>Satisfactory</p> <p>We continue to use formative and summative assessment (including SNSA) to gather information on children's progress. The PM Benchmark for reading resources is being used effectively to help close the attainment gap for some poor readers. We are working in collaboration with Rosneath,</p>	

5. Our overall evaluation of our establishment's capacity for continuous improvement:			
		<p>using their resources and in the beginning their expertise also.</p> <p>The CAR process has made the teachers more aware of the need for relevant assessment procedures that give robust achievement data. This process has also given teachers an increased capacity to question the effectiveness of certain teaching strategies used. The staff have analysed a variety of academic and holistic data sources including SIMD, FSM, parental engagement, psychological services input, attendance etc. to be able to make correlations between these and attainment.</p>	
1.1	Self-evaluation	<p>Satisfactory</p> <p>All staff are involved in the implementation and evaluation of the improvement plan. Whole staff meetings take place once a term to discuss how we are doing and any changes that need to occur.</p> <p>As we generally have a very good turn out at parent's evenings, we have used these events to give out questionnaires and for the HT to have discussions with the parent body about aspects of school life and/or improvement.</p> <p>Although we have engaged with parents and wider community to ensure improvement, a lot more could be done with these two groups.</p> <p>HT went on the professional learning day for self-evaluation and improvement planning and gained some good insights into effective self-evaluation strategies to use throughout the year.</p>	

6.	Priorities for improvement in the current year	2018-2019
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Number	Priority	Main driver of priority:			Alignment to:					Developing in Faith (denominational establishments)
		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	Self-evaluation		Priority 6	B031	Priorities 1, 2 and 3	1.3 2.3	Safe Healthy Achieving Nurtured Respected Included	Authority PTs for literacy and numeracy	
2	Learning Provision	Self-evaluation		Priorities 1, 2 and 5	B031	Priorities 1, 2 and 3	2.2 2.3 3.2	Safe Achieving Included	School community	
3	Successes and Achievements	Self-evaluation		Priorities 1, 2 and 5	B031	Priorities 1,2 and 3	2.2 2.3 3.1 3.2	Safe Healthy Achieving Nurtured Respected Included	Robert Owen Centre, Alison Drever	
4	Developing in Faith	N/A		N/A	N/A	N/A	N/A	N/A	N/A	

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

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

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<ul style="list-style-type: none"> The principal teacher will lead staff development in the use of PAtHs and PSD Values resource and evaluate the impact for pupils. In collaboration with appropriate partners, the P7/6 teacher will lead an evaluation of the resilience of pupils, research teaching and learning in resilience and appropriate resources and the initial planning for the development of a resilience programme. 	<ul style="list-style-type: none"> Teaching staff will be confident in delivering the PAtHs programme effectively. 'Myself as a Learner' will be used twice a year to measure the impact for learners of our PSD programme. A baseline measure of resilience for children will be generated. A plan for the development of an effective and progressive teaching and learning programme for resilience will be created.
2	<ul style="list-style-type: none"> The P4 teacher will lead further develop and implementation of Number Talks and other strategies for teaching numeracy at 1st level in conjunction with Maria McArthur, PT Numeracy and mathematics. The P6/5 teacher will follow the same process for 2nd level. 	<ul style="list-style-type: none"> P4 teacher will be confident in delivering CPD sessions to other teaching staff members at 1st level and supporting the implementation of strategies in the classroom. P6/5 teacher will be confident in delivering CPD sessions to other

	<p style="text-align: center;">What are we going to do now? Specific actions related to priority</p>	<p style="text-align: center;">Measures of Success</p>
		<p>teaching staff members at 2nd level and supporting the implementation of strategies in the classroom.</p>
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • The P6/5 teacher will take the lead in the development of Storyline approaches to creative writing. 	<ul style="list-style-type: none"> • P6/5 teacher will be confident in delivering CPD sessions to other teaching staff members at 2nd level and supporting the implementation of strategies in the classroom.
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • A learning and teaching lead practitioner will be identified to research effective and up to date teaching strategies for literacy, numeracy and HWB. PEF funded in collaboration with the ROC, Glasgow University and Alison Drever. 	<ul style="list-style-type: none"> • The lead practitioner will gain confidence and the capacity to undertake research. • They will have the confidence to deliver a number of CPD sessions to other members of staff. • They will be more aware of evaluation strategies.
<p style="text-align: center;">5</p>	<ul style="list-style-type: none"> • In collaboration with 3 other local primary schools, The HT will lead: <ul style="list-style-type: none"> ○ The development of a more coherent curriculum overview that is relevant for the schools context. ○ The creation of progression pathways in literacy, numeracy and HWB by teaching staff ○ A shared 9 step planning approach that will be extended to other areas of the curriculum. ○ The creation of a network learning and teaching statement. PEF funded 	<ul style="list-style-type: none"> • Teachers will follow a more robust curriculum. • The HT is confident that the curriculum is meeting the needs of targeted pupils in SIMD bands 1-5. • Progression pathways are created, used and evaluated for ease of use, impact on teacher expectations, and children's attainment. • A network learning and teaching statement is created.

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	Moira Johnstone PT Evelyn McCormack, P7/6	June 2019	Dec 2018 May 2019	<ul style="list-style-type: none"> PT P7/6 teacher Teaching Staff Psychological services 	<ul style="list-style-type: none"> PAThS Packs Years 1 and 2 Potentially other Packs for up the school. Resources for resilience as appropriate. Collegiate development meetings
2	Mrs Howell, P4 teacher Mrs Allan, P6/5 teacher	June 2019	Dec 2018 April 2019	<ul style="list-style-type: none"> P4 teacher P6/5 teacher Teaching Staff Area PT Numeracy 	<ul style="list-style-type: none"> Number Talks Supply cover Collegiate development meetings
3	Mrs Allan, P6/5 teacher	June 2019	Dec 2018	<ul style="list-style-type: none"> P6/5 teacher Teaching Staff Area PT literacy Sallie Harkness 	<ul style="list-style-type: none"> Storyline resources Supply cover Collegiate development meetings Training days
4	Learning and Teaching Lead Practitioner (TBC)	Oct 2018	Oct 2018	<ul style="list-style-type: none"> Lead Practitioner ROC Alison Drever Teaching staff 	<ul style="list-style-type: none"> PEF Funding Resources Collegiate development time
5	Denise Donald HT	June 2019	Oct 2018 Dec 2018 April 2019	<ul style="list-style-type: none"> HT Teaching Staff Staff from 3 other Schools ROC Alison Drever 	<ul style="list-style-type: none"> PEF Funding Collegiate development 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 2 – Learning Provision

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

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<ul style="list-style-type: none"> We aim to raise attainment, engagement and enjoyment in Numeracy and Mathematics in Garelochhead Primary School by developing teacher confidence and leadership and building capacity in our staff by taking part in the Argyll and Bute Council Number Talks project taking place during session 2018/2019 at 1st and 2nd Level. Whilst the focus will be on specific pupils and closing the gap, the aim is for the project to also have a universal effect on raising attainment. 1st Level Focus: An initial engagement event will be held for the practitioners taking part, led by PT Numeracy, where the GL assessment results from current P3 pupils will be analysed to highlight specific areas of concern and to ensure there is a tactical approach to the project. Staff will undertake training at 3 different points (September, October and November) to allow practitioners time to implement and record impact with their pupils. 2nd Level Focus: An initial engagement event will be held for the practitioners taking part, led by PT Numeracy, where the GL assessment results from current P6 pupils will be analysed to highlight specific areas of concern and to ensure there is a tactical approach to the project. Staff will undertake training at 3 different points (February, March and April) to allow practitioners time to implement and record impact with their pupils. Training will be shared with all staff and feedback provided to the authority in terms of impact. 	<ul style="list-style-type: none"> The intended outcome for this project is that there will be an improvement in the percentage of pupils achieving First Level by the end of Primary Four and Second Level by the end of Primary Seven as shown through NIF and SNSA data. Staff will have developed their pedagogies and approaches to teaching numeracy and will use Number Talks in their classes at least 3 times a week. Pupils will have greater engagement and enjoyment of numeracy activities as shown by a survey based on the Leuven's scale before and after project.
2	<ul style="list-style-type: none"> P6/5 class teacher will undertake training in Storyline approaches to creative writing in August 2018 Trial the approaches within the classroom, Aug-Oct 2018 Evaluate and reflect on the methodologies, January 2019. Share methodologies with the rest of the staff and evaluate impact on attainment. 	<ul style="list-style-type: none"> Children will be more engaged in the creative writing process as shown by an evaluation at the beginning and towards the end of the project. There will be an increase in the number of children that achieve 2nd level writing at the end of P7 as shown by writing assessments twice a year. Strategies will be shared with colleagues and staff will have confidence using this approach to creative writing.
3	<ul style="list-style-type: none"> Continue to develop, implement and moderate holistic 	<ul style="list-style-type: none"> Use of holistic assessments will be evident in teacher's plans.

	What are we going to do now? Specific actions related to priority	Measures of Success
	assessments in numeracy and literacy collegiately.	<ul style="list-style-type: none"> Holistic assessments for numeracy and literacy will be used twice a year, timing to be decided collegiately as part of a new assessment calendar. Staff will demonstrate a greater confidence when discussing children's attainment.
4	<ul style="list-style-type: none"> Work in collaboration with 3 other schools to build up the teacher's awareness and a shared understanding of the progression pathways in HWB, literacy and numeracy. Work with these schools to develop our 7 step planners further into 9 step planners including steps for the developmental milestones from early years, 1st level, 2nd level and 3rd level steps. The children will use the learning intentions and success criteria from the planners in their learning logs to help them demonstrate their learning. This work will be funded by PEF. 	<ul style="list-style-type: none"> Teachers have a shared understanding of progression through the levels. Teacher's plans show clear progression throughout the school. Teacher's expectations are higher. Pace, challenge and differentiation are evident in plans and children's work. Teacher's have more confidence in their evaluation and when discussing children's progress and attainment. There will be an increase in the percentage of targeted children in SIMD band 1-5 who can talk about where they are on their learning pathway as demonstrated through teacher/pupil discussions before and after the implementation of the new planners for literacy, numeracy and HWB.
5	<ul style="list-style-type: none"> Continue to use SEEMiS as the principle tracking system for academic progress. A more robust assessment calendar will be developed collegiately. A more detailed tracking system will be devised to incorporate a variety of performance and holistic data. 	<ul style="list-style-type: none"> Using data about a child and in discussion with the HT, staff can discuss and evaluate the impact certain circumstances can have on learning. There is a shared understanding of the school's attainment gap between the most and least disadvantaged children. Teacher plans include strategies for effective intervention to tackle the attainment gap. A robust quality assurance calendar is in place that monitors teaching and learning experiences termly. A new tracking system is used by term 2

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	Mrs Howell, P4 teacher Mrs Allan, P6/5 teacher	1 st level - Dec 2018 2 nd level - June 2019	1 st level - Oct 2018 2 nd level – April 2019	P4 teacher P6/5 teacher Other 1 st and 2 nd level teachers Area PT for numeracy	Supply Cover Money from school budget for resources Collegiate development time
2	Mrs Allan, P6/5 teacher	June 2019	Dec 2018	P6/5 teacher All teaching staff Ares PT for literacy	Supply cover Money from school budget for resources Collegiate development time
3	Denise Donald, HT	June 2019	Dec 2018	HT Class teachers	Planning time 2 x Collegiate development meetings
4	Denise Donald, HT	June 2019	Dec 2018	HT Class teachers Staff from 3 other schools ROC staff Alison Drever	Planning time Collegiate development time PEF funding Supply cover
5	Denise Donald, HT	Oct 2018		HT Class teachers	Collegiate planning time

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: Ensuring wellbeing, equity and inclusion

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

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<ul style="list-style-type: none"> The P7/6 teacher will begin to evaluate the resilience of the school community and research effective teaching strategies 	<ul style="list-style-type: none"> An improvement in how the children perceive themselves should be observed. 'Myself as a Learner' will be used twice a year, timings to be

	<p align="center">What are we going to do now? Specific actions related to priority</p>	<p align="center">Measures of Success</p>
	<p>and resources to support the building of resilience in the children.</p> <ul style="list-style-type: none"> • Research will be undertaken to find a more effective evaluation tool to measure resilience and then use it to provide a baseline measure. • Staff will attend a PAtHs course led by the educational psychologists on the 9th October 2018 and receive further support from the PT with a view to using this resource to support the emotional wellbeing of the children throughout the school. • Further PAtHs resources will be purchased if appropriate. 	<p>confirmed collegiately.</p> <ul style="list-style-type: none"> • A baseline measure will be obtained that can be used in future to measure the impact of effective teaching strategies and resources used. • Appropriate pupils will be added to the nurture programme if necessary for extra support. • Staff will have developed their pedagogies and approaches to teaching PSD and will use the PAtHs programme in their classes at least once a week.
2	<ul style="list-style-type: none"> • In collaboration with 3 other local primary schools, the parent body and local community, the HT will lead the development of a more coherent curriculum that is engaging, inclusive and relevant for Garelochhead Primary. • Representatives from the parent body and businesses from the local community will be invited for an afternoon in term 1 to work with the pupils and teachers on what they think makes a good curriculum. • A new school position statement and curriculum overview will be created as a result of this. PEF Funded 	<ul style="list-style-type: none"> • An improvement in the engagement of targeted pupils in SIMD bands 1-5 will be observed as measured using the Leuven Scale for pupil involvement. This will be measured for impact termly. • Positive results from questioning these targeted children before and after the introduction of the new curriculum will indicate that they find their learning experiences more exciting, creative and relevant. • Teaching staff, including the head teacher, are more confident that they are delivering a broad, relevant curriculum, monitored through planning, classroom observation and professional dialogue.

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	Moira Johnstone, PT Evelyn Cormack, P7/6 teacher	June 2019	Dec 2018	PT All staff Educational Psychologists	PAThS packs Collegiate development time PT management time Resilience resources if appropriate
2	Denise Donald, HT	June 2019	Oct 2018 Feb 2019 May 2019	HT Teaching staff Parents/carers Local business Colleagues from 3 other schools	PEF Funding Collegiate development time Potentially supply cover

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	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<ul style="list-style-type: none"> • Identify a learning and teaching lead to work in collaboration with staff from 3 other schools, the ROC and Alison Drever to research effective and up to date teaching strategies for literacy, numeracy and HWB. • They will produce a toolkit of effective strategies for colleagues to use to facilitate the highest quality teaching and learning across the network. • The learning and teaching lead practitioner will lead the rest of the teaching staff in self-evaluation, the implementation of strategies and the evaluation of the impact on attainment of the change of practice. • This development will be fund by PEF. 	<ul style="list-style-type: none"> • The lead practitioners will have a shared understanding of what a high quality learning experience looks like. • The lead practitioner will have a repertoire of strategies required to facilitate the highest quality learning experiences that provide appropriate pace, challenge, progression and consistency across the network for targeted children in SIMD bands 1-5, although this will benefit all the children in the school. • Teacher planning will show clearly the use of at least one strategy from each of the literacy, numeracy and HWB sections of the toolkit. • Self-evaluation will demonstrate an increase in teacher confidence and capacity to try new strategies and evaluate impact with colleagues. • There will be an increase in pupil engagement of targeted children as demonstrated by a survey using the Leuven scale for pupil involvement.

	What are we going to do now? Specific actions related to priority	Measures of Success
		<ul style="list-style-type: none"> Attainment in literacy and numeracy will be tracked twice a year for improvement observed in the targeted group of children.
2	<ul style="list-style-type: none"> Teachers will continue to collaborate with colleagues from JLB, Colgrain and Rosneath to cascade the knowledge and skills learned in 2017-18 of the reading strategies that they investigated. They will do this through inviting colleagues to observe them in class and in participating in professional discussion and moderation. This development will be funded by PEF. 	<ul style="list-style-type: none"> Teachers will gain even more confidence to collaborate with staff outside our establishment. Teachers will build up their repertoire of effective strategies for teaching/assessing reading comprehension and evidence of their use will be clear in planning and during SLT observations. Attainment for children in SIMD bands 1-5 in reading comprehension will improve as shown by standardised assessments such as Suffolk Reading and SNSA.

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	Lead Practitioner (TBC)	Dec 2018	Oct 2018	Lead Practitioner Lead practitioners from 3 other schools ROC staff Alison Drever	PEF Funding Appropriate resources Supply cover
2	Denise Donald, HT	June 2018	Dec 2018 May 2018	HT Class teachers from the 4 schools	PEF Funding McCrone time Supply cover New reading resources

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
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8. Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	The PT and P7/6 class teacher will be leading the improvement of teaching and learning of personal, social and emotional development of the children, including resilience. Impact: <ul style="list-style-type: none"> Teaching staff will be confident in delivering the Promoting Alternative Thinking Strategies (PAThS) programme effectively. 'Myself as a Learner' will be used twice a year to measure the impact for learners of the PAThS programme. A baseline measure of resilience for children will be generated. A plan for the development of an effective and progressive teaching and learning programme for resilience will be created. 	PT P7/6 teacher	1 Year
		The P4 and P6/5 teachers will lead further develop and implementation of Number Talks and other strategies for teaching numeracy at 1 st and 2 nd levels in conjunction with Maria McArthur, PT Numeracy and Mathematics. Impact: <ul style="list-style-type: none"> The P4 and P6/5 teachers will be confident in delivering CPD sessions to other teaching staff members at 1st and 2nd levels and supporting the implementation of strategies in the classroom. 	P4 teacher P6/5 teacher	1 Year
		In collaboration with lead practitioners from 3 local schools, the Robert Owen Centre, Glasgow University, Alison Drever, Education Scotland and funded using PEF money, a learning and teaching lead practitioner will be identified to research effective and up to date teaching strategies for literacy, numeracy and HWB. Impact: <ul style="list-style-type: none"> The lead practitioner will gain confidence and the capacity to undertake research. They will have the confidence to deliver a number of CPD sessions to other members of staff. They will be more aware of evaluation strategies. 	Lead Practitioner (TBC)	1 Year
		In collaboration with 3 other local primary schools and funded by PEF, The HT will lead: <ul style="list-style-type: none"> The development of a more coherent curriculum overview that is relevant for the schools context. 	HT	1 year

		<ul style="list-style-type: none"> The creation of progression pathways in literacy, numeracy and HWB by teaching staff A shared 9 step planning approach that will be extended to other areas of the curriculum. The creation of a network learning and teaching policy. <p>Impact:</p> <ul style="list-style-type: none"> Teachers will follow a more robust, inclusive and engaging curriculum. The HT is confident that the curriculum is meeting the needs of all pupils. Progression pathways are created, used and evaluated for ease of use, impact on teacher expectations, and children's attainment. A network learning and teaching policy is created. 		
2	Learning Provision	<p>Further development and implementation of Number Talks and other strategies for teaching numeracy at 1st and 2nd level in conjunction with Maria McArthur, PT Numeracy and Mathematics.</p> <p>Impact:</p> <ul style="list-style-type: none"> The intended outcome for this project is that there will be an improvement in the percentage of pupils achieving First Level by the end of Primary Four and Second Level by the end of Primary Seven as shown through NIF and SNSA data. Staff will have developed their pedagogies and approaches to teaching numeracy and will use Number Talks in their classes at least 3 times a week. Pupils will have greater engagement and enjoyment of numeracy activities as shown by a survey based on the Leuven's scale before and after project. 	P4 class teacher P6/5 class teacher	1 year
		<p>P6/5 class teacher will undertake training in Storyline approaches to creative writing, trial the approach within the classroom, evaluate impact on attainment and share methodologies with the rest of the staff.</p> <p>Impact:</p> <ul style="list-style-type: none"> Children will be more engaged in the creative writing process. There will be an increase in the number of children that achieve 2nd level writing by the end of P7. Strategies will be shared with colleagues and staff will have confidence using this approach to creative writing. 	P6/5 class teacher	1 year
		<p>Continue to develop, implement and moderate holistic assessments in numeracy and literacy collegiately.</p>	HT	1 year

		<p>Impact:</p> <ul style="list-style-type: none"> • Use of holistic assessments will be evident in teacher's plans. • Holistic assessments for numeracy and literacy will be used twice a year, timing to be decided collegiately as part of a new assessment calendar. • Staff will demonstrate a greater confidence when discussing children's attainment. 		
		<p>Teachers will be working in collaboration with 3 other schools to build up their awareness and a shared understanding of the progression pathways in HWB, literacy and numeracy. They will work with these schools to develop our 7 step planners further into 9 step planners including steps for the developmental milestones from early years, 1st level, 2nd level and 3rd level steps. This work will be fund by PEF monies.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Teacher's plans show clear progression throughout the school. • Teacher's expectations are higher. • Pace, challenge and differentiation are evident in plans. • Children are working at the required pace, challenge and support that they require to improve attainment as shown by assessment data. • Teacher's have more confidence in their evaluations and when discussing children's progress and attainment. • There will be an increase in the percentage of children who can talk about where they are on their learning pathway as demonstrated through teacher/pupil discussions before and after the implementation of the new planners for literacy, numeracy and HWB. 	HT	1 Year
		<p>We will continue to use SEEMiS as the principle tracking system for academic progress. A more robust assessment calendar will be developed collegiately. A more detailed tracking system will be devised to incorporate a variety of performance and holistic data.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Using holistic data and in discussion with the HT, staff can discuss and evaluate the impact certain circumstances can have on learning. • There is a shared understanding of the school's attainment gap between the most and least disadvantaged children. • Teacher plans include strategies for effective intervention to tackle the attainment gap. 	HT	1 year

		<ul style="list-style-type: none"> • A robust quality assurance calendar is in place that monitors teaching and learning experiences termly. • A new tracking system is used by term 2. 		
3	Successes and Achievements	<p>Children’s resilience and personal, social and emotional learning will be further developed with the introduction of PAtHs in other classes and the creation of a resilience development plan.</p> <p>Impact:</p> <ul style="list-style-type: none"> • An improvement in how the children perceive themselves should be observed. ‘Myself as a Learner’ will be used twice a year, timings to be confirmed collegiately. • A baseline measure will be obtained that can be used in future to measure the impact of effective teaching strategies and resources used. • Appropriate pupils will be added to the nurture programme if necessary for extra support. • Staff will have developed their pedagogies and approaches to teaching PSD and will use the PAtHs programme in their classes at least once a week. 	PT	1 year
		<p>In collaboration with 3 other local primary schools, the parent body and local community, the HT will lead the development of a more coherent curriculum that is engaging, inclusive and relevant for Garelochhead Primary.</p> <p>Impact:</p> <ul style="list-style-type: none"> • An improvement in the engagement of pupils will be observed as measured using the Leuven Scale for pupil involvement. This will be measured for impact termly. • Positive results from questioning the children before and after the introduction of the new curriculum will indicate that they find their learning experiences more exciting, creative and relevant. • Teaching staff, including the head teacher are more confident that they are delivering a broad, relevant curriculum, monitored through planning, classroom observation and professional dialogue. 	HT	1 year
		<p>In collaboration with colleagues from 3 other schools, the Robert Owen Centre for Educational Improvement and Alison Drever, Education Scotland, a teaching and learning lead practitioner will be identified. They will lead staff skill development of effective, high quality teaching</p>	Lead Practitioner (TBC)	1 year

		<p>approaches in literacy, numeracy and HWB. The Pupil Equity Fund monies will fund this work.</p> <p>Impact:</p> <ul style="list-style-type: none"> • The lead practitioners will have a shared understanding of what a high quality learning experience looks like. • The lead practitioner will have a repertoire of strategies required to facilitate the highest quality learning experiences that provide appropriate pace, challenge, progression and consistency across the network. • Teacher planning will show clearly the use of one strategy from each of the literacy, numeracy and HWB sections of the toolkit. • Self-evaluation will demonstrate an increase in teacher confidence and capacity to try new strategies and evaluate impact with colleagues. • There will be an increase in pupil engagement as demonstrated by a survey using the Leuven scale for pupil involvement. • Attainment will be tracked twice a year for improvement. 		
		<p>Teachers will continue to collaborate with colleagues from JLB, Colgrain and Rosneath to cascade the knowledge and skills learned in 2017-18 from the reading strategies that they researched, implemented and evaluated.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Teachers will gain even more confidence to collaborate with staff outside our establishment. • Teachers will build up their repertoire of effective strategies for teaching/assessing reading comprehension and evidence of their use will be clear in planning and during SLT observations. • Children's attainment in reading comprehension will improve as shown by standardised assessments such as Suffolk Reading and SNSA. 	HT	1 year