



## Summary of Progress Session 2018- 2019

Quality Indicator	Progress	Improvement Goals
1.1 Self Evaluation for Self-Improvement	We have made good progress this session with our approach to self-evaluation.	<ul style="list-style-type: none"> <li>• Effective Moderation</li> <li>• Effective use of data</li> <li>• Tracking wellbeing</li> </ul>
1.3 Leadership of change	We have made good progress this session with leadership of change.	<ul style="list-style-type: none"> <li>• Strategies in place to monitor the impact of changes on learners</li> <li>• Responsibility for change at all levels</li> </ul>
2.3 Learning Teaching and Assessment	We have made satisfactory progress this session with learning teaching and assessment.	<ul style="list-style-type: none"> <li>• Use of feedback to support progress in learning</li> <li>• Ensure assessment is integral to the planning of learning and teaching</li> <li>• Learners are fully involved in planning their learning</li> </ul>
3.2 Raising Attainment and Achievement	We have made good progress with raising attainment and achievement.	<ul style="list-style-type: none"> <li>• Ensure equity for all learners</li> <li>• Develop a shared understanding of standards</li> </ul>

## Key Priorities for Improvement Planning 2019 – 2020

### **Priority 1 Inclusion and Wellbeing**

Increase learning community knowledge and understanding of universal approaches to nurture and inclusion in Comrie Primary School

### **Priority 2 Enabling Learning Environments**

Increase learning community knowledge and understanding of the impact of play on learner achievement and attainment

### **Priority 3 Making learning and teaching more visible,**

Increase pupil Involvement and engagement in the learning process, putting research into action.

## Attendance, Attainment and Achievement

### National Improvement Priority

- Improvement in attainment, particularly in literacy and numeracy.

### Key Drivers for Improvement

- Performance information
- Assessment of children's progress
- Parental engagement
- Professionalism

### HGIOS Quality Indicator & HGIOELCC

3.2 Raising Attainment and Achievement  
2.6 Transitions

### Attainment Data

	Reading	Writing	Listening and Talking	Numeracy
Primary 1	75%	63%	81%	94%
Primary 4	83%	74%	91%	83%
Primary 7	71%	67%	79%	67%

### Attendance Data

Attendance	2016-17	2017-18	2018-19
	95.6%	94.8%	94.8%

### Progress

Across the school the majority of the children in Primary 1, 4 and 7 have reached their expected level of attainment on or before national expectations in literacy. In numeracy most of our children have reached their expected level of attainment on or before national expectations. Within the nursery the majority of children have reached their developmental milestones.

We identified early on in the session that there was a gap in our literacy attainment and invested our PEF funding in interventions to help close this gap. At this stage, this has amounted to building staff capacity through closing the communication gap, word aware, read write inc, and fresh start training. We now have 5 members of staff trained in the various initiatives.

We have changed our approach to looking at tracking and monitoring and now focus the professional dialogue around the impact of teaching on the learner.

### Impact

The change to these impact meetings has resulted in increased staff, parent and pupil engagement and understanding over what progress looks like for all children over time. Staff now appreciate and value the use of data and have requested additional support in utilising this more effectively to inform teaching and learning within their classrooms. Across our school we recognise that our attainment gap is related to supporting children with a range of additional support needs.

To ensure equity of experience across our school we are investigating greater and more effective use of

ICT to support access and achievement in literacy for a targeted group of learners.

Through increased scrutiny of our data we have also recognised that we have 3% of children across the school attaining ahead of time in literacy and numeracy. As a school we need to ensure continued pace, progress and high achievement for these children and other children that we believe have the potential to achieve early and will benefit from additional challenges to enhance their learning experiences.

**Next Steps**

- All teaching staff to participate in a professional enquiry to support understanding of how certain teaching practices can impact learning
- Implement Read Write Inc in the early years
- Implement Fresh Start literacy programme for targeted children in P 5-7
- Increase teacher confidence and engagement with curriculum progression pathways to ensure effective planning, for pace and progress for all learners
- Engage in early writing for nursery

**Learning**

**National Improvement Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in children and young people’s and health and wellbeing.

**Key Driver for Improvement**

- School Leadership
- Teacher professionalism
- Parental Engagement

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**2.3 Learning, Teaching and Assessment**

**2.6 Transitions**

**3.1 Ensuring Wellbeing Equality and Inclusion**

**Progress**

This session we have introduced See-Saw across the nursery and school to support the sharing of children’s learning journey. The See-Saw profiles have formed the basis of a dialogue with learners about their own progress and achievements.

Following extensive parental consultation, we have changed our formal written report to reflect the ongoing reporting picture; ensuring that parents gain a frequent update on their child’s progress and achievement over time. Our parent focus group evaluation of this SIP action, acknowledges that we have progressed from amber to green with regards to a positive improvement to our parental understanding of the reporting picture.

Both Head teachers have embarked on the visible learning course with a view to ensuring all children are aware of where they are in their learning, where they need to go next, how close they are to learning “It” and how they are going to get there. Scrutiny of extensive baseline data has increased staff understanding of the value and impact of using learning intentions and success criteria effectively. It has led us to re-evaluate our approach to target setting to ensure greater ownership of learning targets by the learner.

Running in parallel to this, we have worked on improving the quality of learning and teaching through

the creation of a sketch note and rubric of what effective teaching and learning looks like at Comrie. This has been used as part of quality assurance processes, where a trio of staff work together to moderate their practice using this coaching tool.

All staff have embarked on learning rounds as part of our Local Management group moderation. The focus this session has been on building relationships and quality feedback.

From the start of this session there was a focus on providing engaging environments across the school and nursery to support high quality learning experiences. Staff undertook audits of various learning environments. This has impacted on the majority of staff and there is greater consistency across the majority of classrooms. A big change has been the creation of “a room to just be” a space to support our learner’s wellbeing.

As part of our approach to creating a nurturing environment we have reviewed our positive behaviour and relationships policy. This session has focussed on building staff knowledge and understanding of how their behaviour and approach to learners can make a difference.

Amongst our staff we now have a restorative champion, a member of staff who is trained to support self-regulation practices and a member of staff who has completed level 2 of trauma training. Our intention is to utilise these skills next session to continue to build capacity and capability amongst all staff.

### **Impact**

Almost all of our parents have reported that See-Saw has increased their involvement in the learner’s journey and supporting their understanding of children’s learner’s experiences. Parents have moved from amber to green commenting that “they love it, particularly the weekly roundup of learning” when evaluating our SIP action in this area.

Our reporting changes have been positively received by almost all of our parents who feel this has “supported a more focussed dialogue” at parents evening, with the timing of these reports being “perfect.”

Our involvement in the visible learning project is at an early stage, but its’ early impact is that we have a deeper understanding of where our school is at. We have a clear plan of where we need to go next in order to develop an understanding across the learning community of the characteristics and attitudes of what makes an effective learner.

The use of our coaching wheel to evaluate learning and teaching has improved teachers capacity to self-evaluate and has highlighted the need for greater differentiation to ensure pace and challenge within the classroom environments and more effective use of ICT to support learners.

Participation in the learning rounds project has supported increased collegiate working and opportunities for collaboration. Staff have a raised awareness of instructional feedback and how it can be used to support deeper learning.

The vision of our “room to just be” was entirely pupil driven, it has been extensively utilised by a range of pupils to support wellbeing in a space where they feel safe and secure. The biggest impact has been its use for disengaged children, and has been instrumental in supporting their reintegration in to class.

Our focus on Paul Dix pivotal education practice, has supported staff in assessing their values and principles when managing behaviour. This has led to a focussed transition project that will support the establishment of core rules to ensure consistent approaches to relationships and behaviour across the school.

Following our focus on Environment in our nursery the recent development visit from Perth and Kinross

recognised the very significant impact this improvement has had on our indoor learning environment. These improvements have brought greater clarity as to the purpose of the learning experiences available to children. The staff were praised for the quality of their questioning and how this supports children's creativity and problem solving.

### Next Steps

- Continued participation in the visible learning project to ensure Children are aware where they are in their learning, where they need to go next, how close they are to learning it and how they are going to get there.
- Improved use of ICT to ensure support and challenge for all learners
- Spotlight on creating engaging learning environment to meet the needs of all learners through participation in the play based learning approach
- Continued involvement in learning rounds with a focus on moderation of feedback.
- Establishment of sensory based activities, messy play, and cosy corners within nursery to support the creation of a nurturing and enabling environment, both inside and out.

## Leadership

### National Improvement Priority

- Improvement in attainment, particularly in literacy and numeracy.

### Key Driver for Improvement

- School Leadership

HGIOS Quality Indicator & HGIOELCC

**1.1 Self Evaluation for Self-Improvement**

**1.2 Leadership of learning**

**1.3 Leadership of change**

### Progress

We took the opportunity of the creation of a new leadership team to revisit our school's vision and values. Staff collaborated to create an illustrated staff charter. This now forms the basis of our schools ethos and expectations. The introduction of this was shared with staff and pupils and we were heartened to hear Councillor Shiers refer to the atmosphere in our school as "purposeful and kind."

We have strengthened the power of pupil voice in all aspects of our curriculum this session. The children have created their own rubric on what makes an effective environment for learning including behaviours that they like to see in our school and those that they would like to "throw out." This has supported us in challenging behaviours that were happening and collectively directing them towards agreed values and expectations.

Pupil Leadership opportunities have increased throughout the session, through school committees, Fabbie Friday initiatives, and our Pupil council. Whilst not quantifiable, senior leaders are aware of children recognising that they have the power to make a difference as evidenced through various proactive initiatives that our children have instigated, e.g. our school going plastic free, raising funds for endangered animals, crisp packet recycling schemes, leading mindfulness sessions for younger children and creating a year book.

Our change to golden time in the upper school to be replaced by a restorative approach and skills based experiences which has also strengthened links with our willing community partners. This has provided a road into school and now a spring board for Community Carousel activities next session. We hope to build on this with a view to reviewing our curriculum offering in session 2020/2021.

## **Impact**

Our children have utilised our staff charter as a self-evaluation tool for the quality of learning and teaching and this has led to various professional discussions to ensure that all of our learning community adhere to this.

With staff, parents and pupils we have created a baseline of what they feel an effective learner at Comrie should know, be and do. This has led us to discover that our children's view of an effective learner is predominately someone who listens. As a result next session we will aim to agree and establish a range of learning dispositions that we would like to support our learners in establishing or developing.

As part of building a culture of professional collaboration and system wide leadership we have introduced coaching approaches to classroom challenges. This has begun to instil a culture of collective responsibility for all of our children. Next session we would like to build on this approach when sharing effective learning and teaching approaches creating a self-improving culture within our school and nursery.

## **Next Steps**

- All staff to embark on a change project utilising professional enquiry model to measure impact
- Utilising see-saw to document children's progress and skills development for life, learning and work.
- Staff to invest in coaching approaches to support school improvement and create leaders at all levels.

## **Evaluation of Schools capacity for continuous improvement**

Our learning community all participate in our continuous self-evaluation ensuring that improvement needs are accurately identified and triangulated. Senior members of staff have recently participated in the visible learning programme increasing our school's capacity for leading change and improvement. The appointment of an experienced Principal Teacher will also increase our school's capacity to lead and manage change. Continuity of teaching staff into next session will support the continued progress begun this session. We have established three school improvement groups for next session. Through support of our educational psychologist we hope to move forward with an improvement methodology for each of these groups to ensure impact. We have strengthened partnerships with our local management group colleagues, again increasing opportunities for professional collaboration which in turn will build staff capability and improvement capacity.

Our nursery teacher has been critical in supporting nursery improvement this session and similar support will be essential to ensure continued progress into next session

Our school continues to increase its capacity for all stakeholders to contribute to the cycle of continuous self-improvement.