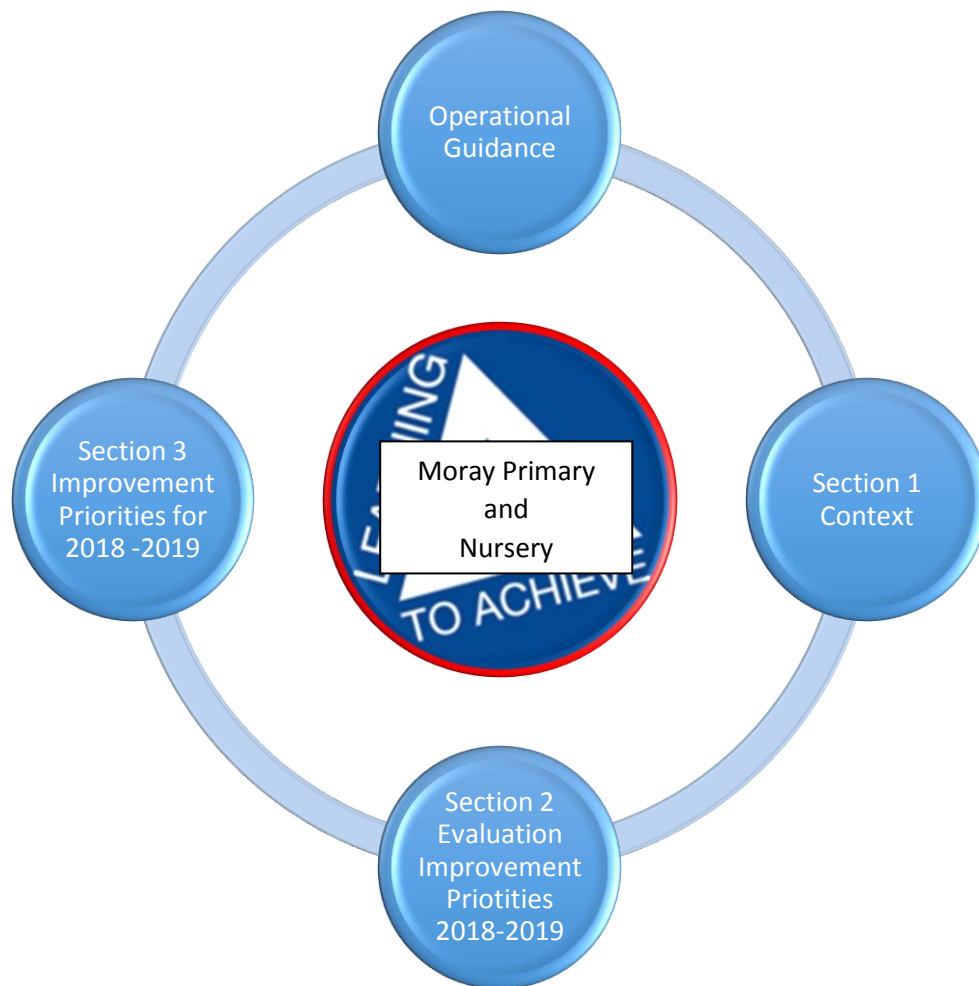




Falkirk Council
Children's Services

Standards and Quality Report
2018 -2019



The Learning Community of Moray Primary School and Nursery Class

Our Vision

Moray Primary School is part of a learning community of schools and nurseries in Grangemouth working together to build an inclusive learning environment where everyone is welcomed and respected.

People Matter

Our children and young people, staff and families are our most important resource and will nourish and develop these together as a community.

Ambition Matters

We will plan together to create an environment where our children and young people are encouraged and motivated to be aspirational.

Learning Matters

Our school and nurseries will work together to provide the highest quality of care and learning.

Our School Values

Respect ★ **Responsibility** ★ **Encouragement** ★
Honesty ★ **Inclusion** ★

Section 1

Context of the School/ELC Setting

Moray Primary is a large school in Grangemouth with approximately 375 pupils between Nursery and Primary 7. We have one Nursery Class with 60 children and thirteen classes from P1 to P7. Apart from the Head Teacher, we have 1 Depute Head Teacher and 2 Principal Teachers. We have visiting specialists and various support staff throughout school. We have a fairly stable staff with only the usual changes due to maternity leaves and probationer allocations.

We have an Enhanced Provision Class which serves the Grangemouth area. This is for pupils with significant Additional Support Needs. These children are assessed individually in terms of support needs and how much time they spend in the base as well as mainstream class.

The catchment area for this school is very mixed and we find ourselves with pupils from a variety of backgrounds which is always interesting and challenging. Our families range across the whole spectrum of SIMD with 1/3 within SIMD 1-3, 1/3 within 4-7 and 1/3 7-10. We have many families who survive below the poverty line and a number of working poor families. However, we also have many parents who work within the professional sector. All our parents show a keen interest in their child's school life and we have high expectations of attainment and achievement.

The building itself was originally a High School, then a Middle School and was refurbished as a Primary some years ago. We have extensive playing fields to the rear of the school. Oxbang School and Barnardos are housed in one wing of the building and Carrongrange High School neighbours us.

Moray P.S received £57,240 from the Pupil Equity Fund last year and prioritised this to support our most vulnerable children through the allocation of a Support Worker to support families and an Early Years Officer working primarily with P1 and 2 pupils. We also engaged the Speech and Language Service to support the school in the development of Language and Literacy in the Early Years.

Review of progress for 2018 -19	
Priority : Speech and Language Assessment analysis points to poor spoken language skills in the early years which is impacting on the development of children's vocabulary and levels of attainment in literacy within early level.	
NIF Priority NIF Driver • School Improvement • Assessment of children's progress • Parental Engagement	FC Priority Implementing Improvements – GIRFEC
HGIOS?4/HGIOELC? QIs Learning Provision: 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning Successes and Achievements: 3.2 Raising attainment and achievement.	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?	
Joint partnership project with Speech and Language therapy across Nursery and school to address poor speech and spoken language skills within Early Level. The aim being to improve spoken language skills therefore improving children's ability to learn and increase self-esteem and confidence. Project delivery and evaluation – 1. Whole staff training and modelling with speech and language therapists. Progress Initial staff training at INSET to introduce Speech, Language and Communication Needs (SLCN). Audit of current practice within school to support pupils with SLCN from Nursery to P7 and in Enhanced Provision. Staff knowledge around the Spoken Language Gap gathered through staff questionnaires. Whole staff training around the creation of a Communication Friendly Environment and also supporting pupils with ASD. Speech and Language Therapist directly working in classrooms with teaching staff and support for learning assistants (SfLA's) to deliver planned activities aimed at closing the spoken language gap. Impact Audit of practice at the beginning of the year identified positive practice and supports in place to support pupils with SLCN particularly in Nursery and E.P but less so in mainstream classrooms. Pupils within P1-P7 who had barriers with SLCN tended to see a speech and language therapist	

outwith school. The INSET day audit identified that within the early years, input was required to address the spoken language gap and hopefully see a positive impact on pupils' attainment at the end of the school year.

Staff questionnaire in September 2018 focused on staff confidence in their knowledge and understanding of SLCN and their experience of using particular interventions and resources e.g. Word Aware, Teaching Children to Listen, and Colourful Semantics. Results (see fig. 1) showed that besides Colourful semantics staff had minimal knowledge of, or had used, some of the interventions.



Fig. 1

From September until May the use of these interventions and resources was modelled in Nursery, P1 and P2 classes by a speech and language therapist and then continued by teaching staff. The staff questionnaire will be repeated in September and it is predicted that responses will reflect that staff confidence and use of the resources will have increased.

The questionnaire also identified (see fig. 2) that the majority of staff did recognise or had used a visual timetable/schedule and cue cards with pupils. This was a positive basis to further develop a whole school consistent communication friendly environment.

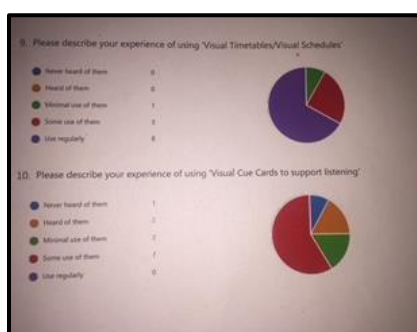


Fig. 2

Whole staff training around the creation of a Communication Friendly Environment took place early in the school session and set out to staff the key reasons behind the use of visuals in supporting pupils in the school environment. Examples of different types of visuals and golden rules for using visuals were shared.

2. Audit of the whole school communication environment.

Progress

Following on from staff training, in September we carried out an audit of the Communication Environment in Moray Primary School. There were many good examples of labelling around the school, with some next steps agreed upon by our Communication Champions (Julie Deans and Susan Beston) and Speech and Language Therapist, Glen Carter.

The use of class and individual visual timetables in lower primary classes was identified and the consistent use of visuals within the Nursery was highlighted e.g. group symbols and visuals for equipment.

Impact

Development of a Communication Friendly Environment continues to be a main priority and an ongoing part of the project.

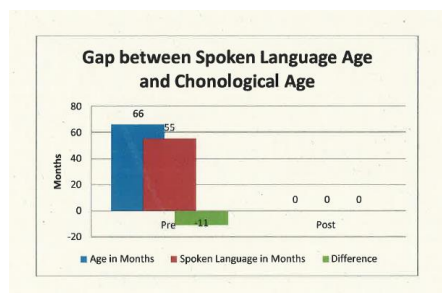
The Communication Champions have identified that labelling the communal areas around school and items and areas within the classroom environment requires more consistency.

3. Direct speech and language therapist intervention with pupils and staff in Nursery, Primary One and Primary Two.

Progress

At the beginning of the session a cohort of pupils, selected from Nursery, P1 and P2 classes carried out baseline assessments with Speech and Language Therapists Susan Bannatyne and Glen Carter.

Results for children who took part in the baseline showed:

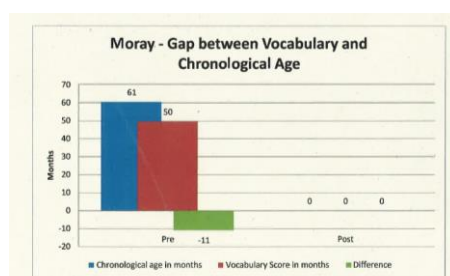


Gap between spoken language age and chronological age for P1 and P2 pupils assessed:

Chronological age in months = 66 months

Spoken language score in months = 55 months

Gap = 11 months

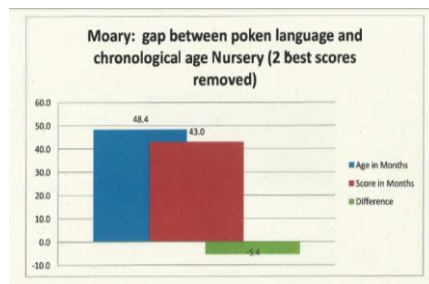


Gap between vocabulary and chronological age for P1 and P2 pupils assessed:

Chronological age in months = 61 months

Vocabulary score in months = 50

Gap = 11 months



Gap between spoken language age and chronological age for Nursery pupils assessed:
 Chronological age in months = 48.4 months
 Spoken language score in months = 43.0
 Gap = 5.4 months

Following the baseline assessments Speech and Language Therapists worked directly in Nursery, P1 and P2 classrooms with staff and SfLA's to deliver planned activities aimed at closing the spoken language and vocabulary gap.

They all participated in a block of listening skills. Primary 1K and 2/1D then completed a block on 'Fun with Narrative' whilst Primary 2S began 'Colourful Semantics'.

Primary 1K and 2/1D then embarked on 'Colourful Semantics'. Through Colourful Semantics the teachers were able to highlight pupils who would benefit from further support. A small group was identified to work with Anna Blackburn (Speech and Language Therapist) and an SfLA.

Impact

Follow up assessments of the children who completed the baseline have still to be carried out later in the session.

All children have continued to use the vocabulary and can demonstrate the 5 listening strategies.

Fun with Narrative - children were introduced through familiar stories to the vocabulary (who, doing, what, where) and they gained confidence in using the words and actions.

Colourful Semantics - Primary 2S have a greater understanding of sentence structure. They are more independent in writing. They are beginning to transfer the work done with Anna into other areas of the curriculum for example during their Fairyland topic they were able to use the sentence structure when completing written tasks on the Three Little Pigs and Jack and the Beanstalk.

Primary 2/1D and Primary 1K were really engaged in forming silly sentences. They have shown enjoyment in the weekly sessions. They all participate well in the games and activities. They are increasing in confidence when sharing their ideas with their peers. They know the colours and the actions that accompany the colourful semantics and the majority can construct a sentence using the 5 parts independently.

Work with the selected group is ongoing and has allowed the SfLA's to become confident with Colourful Semantics to help support all children in class.

4. Joint delivery of workshops to parents and carers.

Progress

In the initial stages of the joint project parents and carers were lettered outlining to them the priorities and aims of the project and then a further letter was sent to the parents/carers of those children whose progress in the project would be tracked.

Parent and carers of both Primary One and Primary Two classes were invited along to a Colourful Semantics Workshop. Information around the colourful semantics approach was shared with those who attended then activities were set up within classrooms which allowed parents and carers to use colourful semantics with their child and, if they wished, ask the class teachers and therapist questions about the project or the colourful semantics approach.

Impact

Following the workshops those who attended were asked to complete a short feedback form. Out of 26 families that attended only 2% completed and returned feedback forms. Time was extended to return and a further 12 forms were returned.

Comments were positive and it showed that parents and carers found the combination of sharing of information and practical interaction with their child purposeful.

"I enjoyed learning a new approach to helping my son improve his writing skills."

"I liked the opportunity to see how the approach is integrated in the classroom i.e. games."

"Great idea collaborating with speech and language therapists, helping children with their vocabulary from a young age."

As part of the feedback parents and carers were asked how they would help their child at home following on from the session. Again comments indicated that the strategies shared by staff would be used at home.

"I will continue to read with my child, play games like 'I spy', 'charades' and 'hangman' and encourage him to retell stories."

"Will try writing some silly sentences at home."

"Will keep practising use of the colourful semantics stages as per booklet given home and use the Makaton signs."

"Read more books from the library and use flashcards to help with identifying the, who, doing, what, where and when words."

Staff and therapists were pleased overall with the session and felt it was successful. The opportunity to share the work has hopefully gone some way in achieving the level of reinforcement and parental support that the joint project aims to achieve.

5. Use of The Balanced System online mapping tool to gather evidence and evaluate progress.

Progress

The evidence gathered from the audit in August 2018 of speech, language and communication practice in Moray Primary School was inputted into the Balanced Online Mapping System. This information along with qualitative data from professional dialogue informed the main aims of the project and created a mapping tool from which to evaluate the project's progress.

At regular times throughout the project, evidence from class activities and lessons, staff training and questionnaires, samples of pupil work and parental feedback was also uploaded to the Balanced System.

Times were set aside for the Depute Headteacher to meet and discuss evidence with speech and language therapist and consult on the project's development and impact.

The Depute Headteacher attended training sessions outwith school with colleagues and therapists from across the authority who were taking part in similar joint working.

Impact

Evidence is still being gathered and being input into the system as the project continues into next session. However at this point several identified targets have changed from red and amber to green on the mapping tool indicating a positive trend in meeting the aims and targets of the project.

Next Steps (what are you going to do now?)

- Follow-up assessment to be carried out by Speech and Language Therapist on the same cohort of pupils as the baseline.
- Group to work with parent helper to create a bank of visuals for the whole school using Board Maker. This will allow consistency throughout the school in the creation of a communication friendly environment from August 2019.
- Devise and ask staff to complete a survey around environment, particularly focusing on the implementation of the visuals. Consider and measure the impact the visuals have had in classrooms and for pupils and staff. This will be carried out in September.
- Following training from Ladeside Primary, we are considering our classroom environments, ensuring that the spaces are not over stimulating as we endeavour to meet the needs of all learners.
- Staff in Nursery, P1 and P2 to continue working with Speech and Language Therapy team and build their confidence and knowledge in using the resources and interventions.

- P3 staff will continue the use of colourful semantics with the current P2 cohort.
- Staff and parent questionnaire to be repeated in September.
- A.Stewart (DHT), Nursery, P1 and P2 staff to continue to gather evidence to complete the review phase of The Balance System – to assess the impact and success of the project.

Review of progress for 2018 -19

Priority : Reading for Enjoyment

Observation by library parent helpers that this resource is underused.

NIF Priority NIF Driver • School Improvement • Parental Engagement	FC Priority Implementing Improvements – GIRFEC
HG10S?4/HG10ELC? QIs Learning Provision: 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning Successes and Achievements: 3.2 Raising attainment and achievement.	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No

Progress and impact (based on Outcomes for Learners how well are you doing?
How do you know?

Re-stock and Re-launch School Library within Community Hub.

Progress

Feedback from library parent helpers showed that the school library was being underused. Much of the stock in the library was outdated and unappealing to pupils. With support from Falkirk Council Learning Resource the current library stock was reviewed and any unsuitable material was weeded out. This left only a small amount of suitable stock within the library. In partnership with the PTA and a group of pupils (The Reading Champions) views were gathered about how to improve the library. Children were also asked about their favourite books and the kind of books they would like to see in the library. The initial plan for the library was to improve the stock of books available but following a generous donation to PTA funds specifically for library use and consultation with the PTA and Reading Champions it was decided that the library would be completely renovated. This led to a much longer timescale in re-launching the library than had been initially anticipated. The library has now been re-painted, re-carpeted and

re-arranged with new furniture added. Murals have been added along with decorations and comfy seating and beanbags to create an inviting space. New stock has been added which includes titles and authors as requested by the pupils to promote pupil engagement in the use of the library. Graphic novels and 'high-low' quick reads have been added to target children with lower reading ability. An audio book section has also been created.

Impact

The library is now an inviting, child-friendly space with a more appealing, current and engaging stock of texts which will have a positive impact on the use of the library and then in turn reading for enjoyment. Evidence from the 'Reading Champions' pupil voice group and from the PTA has already shown positive feedback on the re-stock and re-launch of the library. The library will be officially opened at the end of term ready to be used on a regular basis from August 2019. The proper use of our new space will need to be promoted and monitored and further evidence will need to be gathered as to the ongoing impact of the library following its' re-launch and its' impact on reading for enjoyment.

Next Steps

Through staff development and quality assurance, the use of the library will need to be promoted and managed effectively. Staff training in the use of ALICE will take place in Term 1 to allow class teachers to lend and return books. A new group of 'Reading Champions' will support parent helpers to maintain use of the library and promote pupil engagement through seasonal displays and author/book promotions. The PTA have committed to reinvesting funds into the library annually to ensure that our library stock is kept up-to-date with current titles and authors.

Increase in family links and the First Minister's Reading Challenge.

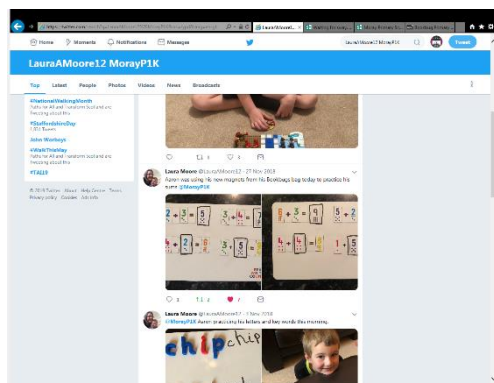
Progress

Every child in the school was given a new reading passport to promote reading for enjoyment both in school at home. Children were given a certificate on completion of their passport but still only 10% of pupils handed in completed passports. More work is needed to promote the use of the reading passports with more of a focus on creating a whole school reading culture.

Another part of our reading journey as part of the First Minister's Reading Challenge was to create more opportunities for family links. We did this by holding gifting events for the Primary One Bookbug bags and for the Primary Two and Three Read, Write, Count bags. These were very successful events which gave parents and carers more information about the initiative and ideas for using the bags at home. Parents and children enjoyed sharing the stories and then took part in activities together. The positive feedback from these events was submitted as a First Minister's Reading Challenge for which the school received a certificate.

Impact

The Bookbug and Read, Write Count Events were very successful and had a positive impact on creating links with families and promoting effective use of the bags.



Parent's tweeted to show use of the Bookbug Bags at home.



Pupils and parents working together to make dragons from the story in the Read, Write, Count bag.

Pupils who completed their reading passports were able to talk about the books they had read and enjoyed receiving a certificate but more will need to be done to encourage other children to participate in this initiative in order to see more of an impact on reading for enjoyment.

Next Steps

- Staff development in the use of the library and the ALICE system.
- Promotion and quality assurance of the use of the library.
- Create a whole school reading culture using the First Minister's Reading Challenge, the new school library, initiatives led by the 'Reading Champions' pupil voice group and promotion of reading for enjoyment throughout the school.
- Continue to develop links with families through Bookbug and Read, Write, Count Events for next session's Primaries 1-3. Develop ways to create links beyond Primary 3 using the school library.

Review of progress for 2018 -19	
Priority : STEM – Lifeskills and Science Create and resource a Life Skills Room to support teaching life skills. A Life Skills progression document will be developed with suggested activities to ensure the breadth of teaching life skills across all stages. Create an area of the Life Skills room for the teaching of Science. A Science progression document will be developed to ensure the breadth of teaching in science subjects across all stages Primary 1-7	
NIF Priority NIF Driver School Improvement Parental Engagement Assessment of children's progress Teacher Professionalism	FC Priority Learning & Teaching – Assessment of Children's progress EY&P
HGIOS?4/HGIOELC? QIs Learning Provision 2.2 Curriculum 2.3 Learning, Teaching and Assessment. 2.5 Family Learning Successes and Achievements: 3.2 Learning, attainment and achievement 3.3 Increasing creativity and employability	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?	
<u>Life Skills Room</u> Within 'Building The Curriculum' document it has been identified that the development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. It was previously identified at forward planning and pupil progress meetings that there was a lack of responsibility, knowledge and resilience in pupils and discussions centred on this being a possible contributing factor to basic life skills not being taught to pupils. Staff are expected to use the Skills Room termly and a timetable for access to the room has been created to allow this. Progress A classroom has been developed to create a learning environment that will support learning and teaching in social and science activities. A Life Skills Progression Programme has been developed to enable 100% of pupils access to opportunities for developing skills for learning, life and work. Suggested activities have also been added to assist with planning of lessons. A wide variety of resources have been bought using PEF funds and are labelled and stored in the skills room. To ensure that resources are replenished a reordering notice has been attached to the door for staff to complete. A CAT session has been planned to allow staff professional development within this curricular area.	

Impact

Children and young people will have a steady progression in Life Skills throughout their time in Moray Primary School.

Pupils will be able to develop the skills and attributes which should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

Inset teacher self-evaluation and professional dialogue at planning and tracking meetings highlighted concerns regarding the delivery of Science experiences to pupils. Staff expressed a need for a skills progression programme to allow pupils to build on their knowledge and understanding of this subject. PEF funding has been allocated to allow the working group to decorate, carpet, furnish and resource this room to allow the whole school to access activities that will build on life skills and the teaching and learning of science subjects.

This will allow pupils to gain a depth to learning within science tasks and activities. To engage pupils for purpose and pleasure with this subject, an area of the skills room will be created for classes to engage with science based activities.

Evidence

A progression pathway has been created to take into account all the experiences and outcomes to be covered from Primary 1 through to Primary 7. This will allow a steady development of skills and attributes within Life Skills.

Science Room

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. It is important that young people in Scotland are well equipped to take advantage of the opportunities science offers to sustain economic growth. One way to address this is to provide inspiring science teaching from an early age.

Progress

An area of the Skills Room has been arranged into a Science classroom. Resources have been moved to this area and are all clearly labelled and additional resources have been purchased using PEF funds.

A Topic Progression Programme has been developed to include the study of planet Earth; forces, electricity and waves; biological systems; materials; and topical science. Displays have been added to the area to create a more formal learning environment. A folder of suggested resources and information has been created for each stage and each Science topic.

Impact

The STEM area has been resourced to allow a more formal progression through the teaching of science and technology.

Creating STEM displays allows pupils to have an informed understanding of the importance of science. This also gives pupils a more visual learning tool.

There is a wide variety of information and resources in one place that is easily accessible to all teaching staff. This will assist in building the confidence levels and science teaching ability across the teaching workforce, particularly in relation to practical work.

Evidence

Resources have been purchased and are located in the Skills Room. All resources have been labelled to allow them to be located easily.

STEM displays that are linked with the topics in the progression have been put onto walls in the STEM area of the room. A system for highlighting additional resources required is in place. All staff have access to progression planning programmes.

Next Steps (what are you going to do now?)

Parental Involvement

Provide a wide range of opportunities to be involved and support pupil learning by liaising with families and taking advantage of personal and professional skills available.

Continue links with Parent Teacher Association.

Continue with World of Work events next session building on the success of previous years. Encouraging parental involvement with local businesses and Forth Valley College to further enhance the skills and experiences for pupils.

Community Links

Establish links with Ineos to assist and improve our science progression together with support staff when delivering practical activities.

Contact local business partners to discuss their job and skills required to carry out their day to day role. Arrange taster sessions where interactive and informative opportunities are provided for pupils allowing them to experience activities and tasks as STEM-related sectors of the economy have been growing faster than Scotland's economy as a whole.

Outdoor Learning

Use PEF funding to develop outdoor experiences for Primary 5 and Primary 6 pupils. Extend Primary 6 opportunities by engaging in outdoor learning for a longer period of time e.g. a two day session with an overnight stay at Muiravonside, working towards Primary 7 week long residential.

Assessment

Develop a form of assessment that will demonstrate progress through pupil skills in planning and carrying out practical investigations, inquiries and challenges, working individually and collaboratively, and describing and explaining their understanding of scientific ideas and concepts.

Review of progress for 2017 -18	
Priority : Positive Behaviour Implementing Positive Behaviour Framework. Consistently celebrating pupil success. Securing Restorative Practice Training for all staff. Develop Health and Wellbeing progression and tracking sheets.	
NIF Priority NIF Driver 2. Assessment of pupil progress 5. School Improvement	FC Service and School Improvement Priority 2. Implementing improvements – GIRFEC and improve mental health and wellbeing
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) Learning Provision: 2.4 – Personal support Successes and Achievement: 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement – equity for all learners	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Implementing Positive Behaviour Framework Progress After consultation with staff on a draft framework, a final version was then developed and rolled out throughout the school. As the amended framework was implemented and following further evaluation from day to day practices, it was decided to restructure certain elements relating to areas such as: • Number of Dojo winners per class: • A distinction between lower and upper school in relation to Golden Time sanctions. • Introduction of playground Dojo points to assist with behaviour outdoors. Despite these changes, many elements of the Positive Behaviour Framework were being implemented in a consistent manner across the school. There are however, some areas that will require further development: • The practicalities of managing pupils who have consistently lost significant amounts of class Golden Time. • The practicalities of implementing and sustaining dinner hall golden tickets. School rewards such as the Dojo shop, additional playtimes and termly class Dojo rewards now run alongside the original class Golden Time. The Dojo shop runs once per month and pupil engagement, motivation and enthusiasm is high. Additional Dojo playtime runs every Friday afternoon. Although there have been some clashes with other school events, pupil enthusiasm and engagement is high and the	

majority of children have not lost any of this additional time through loss of playground dojo points.

Rewards for winners of termly whole class Dojo awards have been decided on a class by class basis to take the children's views and opinions into account. Some of these rewards have included things such as dress down days and pyjama days.

Impact

A consistent approach is being used across the school to encourage the children to make more positive behaviour choices. This will have a positive impact in the long term as the children will have a greater awareness of the behaviour expectations due to this consistency.

Evidence

The positive behaviour framework has been adapted to reflect changes made from implementing it day to day. Dojo points are being used by all class teachers across the whole school. Class dojo points are rewarded each week to classes who win things such as uniform points and line points. Playground dojo points have been used from January to support positive behaviour choices in the playground.

% of Children Winning Dojo Money at some point throughout the current school year:

P1K	– 100%
P2/1D	– 91.3%
P2S	– 86.6%
P3S	– 78.5%
P4/3D	– 100%
P4S	– 91.6%
P5B	– 100%
P5M	– 95.8%
P6M	– 78.8%
P6B	– 83.3%
P7G	– 96.2%
P7M	– 77.8%

Whole School – 89.2%

Consistently celebrating pupil success

Progress

Achievement Time is held on a weekly basis with SLT issuing individual Dojo winners, Golden Wall work and class dojo winners for WOW, healthy snack, uniform points and line points. On a monthly basis, OSCARS are also awarded and a Golden Tea Party is held with SLT.

The school values postcards are also still in use. Awareness of these amongst staff and pupils needs to be raised further.

The final ten minutes of House Meetings are used to celebrate pupils' wider achievements but more notice may have to be given as to when this is due to take place. This would help ensure that this is more effective. The pupil SHANNARI booklet may be a possible solution to this.

Teachers continue to consistently use Twitter to promote and share pupil success and learning with parents and the wider school community.

Impact

Children have the opportunity to see that their effort and success is valued within the school community and this acts as a motivating factor to increase their level of engagement within their learning.

Evidence

Regular opportunities to celebrate pupil success are undertaken within the school and these are shared via Twitter on a consistent basis.

Securing Restorative Practice Training for all staff

Progress

As a group we were unable to source any outside training regarding restorative practices specifically. We were able to secure training in relation to Respect Me (anti-bullying) which did touch briefly on using restorative practices to support children but further training would be beneficial. The principles of restorative practices are still incorporated as a main thread in the positive behaviour framework and there continues to be a shared expectation that staff will use their own professional learning time to inform themselves about restorative approaches.

Impact

The impact of these practices will be better measured once specific training has been identified and undertaken. This will improve staff confidence and understanding and will allow restorative approaches to be used in a more effective and consistent manner.

Evidence

Respect Me training was undertaken in March of this year by two members of the H.W.B RACI group. This information will be shared with the wider school staff during the August 2019 In-Set days. The principles of Restorative Practices are contained within the school's positive behaviour framework and this creates a foundation to underpin these practices within the school.

Develop Health and Wellbeing progression and tracking sheets

Progress

After identifying the need to comprehensively track the attainment within HWB, it was decided that a formal progression pathway was required. Appropriate resources were gathered to support the development of this progression and these were explored by the group. Following on from these discussions, a draft progression and tracking sheet was devised. This will now be shared with staff for wider consultation. A pupil friendly document was also produced to increase the children's understanding of the H.W.B indicators. This will also be shared with staff for them to explore. Any changes will be made following staff feedback with the aim for full implementation next academic year (2019 – 2020).

Impact:

The impact of these documents will be measured more effectively when they are comprehensively rolled out across all stages of the school. Any adaptations required during this process will be made as appropriate.

Evidence

Draft copies of the H.W.B progression and tracking sheets and pupil friendly document have been developed and these have been shared with all members of the teaching staff and their feedback will be collated and acted upon. They are available in staffshare.

Next Steps: What are you going to do now?

Implementing Positive Behaviour Framework

- Amend positive behaviour framework to take into consideration the practical challenges found by staff.
- Continue to ensure that the framework is consistently applied across the school.
- Continue to maintain all the elements of the framework e.g. Dojo shop etc.

Consistently celebrating pupil success

- Continue to adopt a consistent approach to Achievement Time.
- Promote the values postcards amongst staff or pupils.
- Greater awareness for pupils as to when house meetings are scheduled in order to promote celebration of wider achievements.
- Using SHANARRI booklet to allow pupils to take ownership of their wider achievements.

Securing Restorative Practice Training for all staff:

- Continue to look for opportunities for whole school training.
- Following training, it is hoped that restorative practices will be a more explicit part of the Positive Behaviour Framework.
- Encourage staff to use personal CPD hours to gain knowledge of restorative practices.
- Feedback to staff with regard to the Respect Me training undertaken by group members.

Develop Health and Wellbeing progression and tracking sheets

- Feedback to staff about the draft progression and tracking sheets.
- Collate feedback and make any necessary amendments.
- Review and amend SHANARRI self-evaluation sheets used for Parent's Night.

Section 3

Key priorities for School Improvement Planning 2019 - 2020

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs			
QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3			
2.3			
3.1			
3.2			
Additional QI			
You may wish to include an evaluation of a QI you have been focussing on			
QI	School/Setting SE		