

Education – Improvement Planning Document

Establishment Name: All Saints Primary

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Signatures:

Head of Establishment	Lorraine Fisher	Date	28/06/19
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Quality Improvement Officer	Alison McLellan	Date	
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Our Vision, Values and Aims

Our Vision

At All Saints Primary we strive to live by our motto of Truth, Knowledge and Friendship. We make every effort to ensure our school is safe, happy and nurturing. We encourage each child to fulfil his/her potential.

Our School Values

Faith, Family, Ambition, Respect and Kindness.

Aims

- Strive to provide the highest quality teaching and learning
- Ensure all pupils attain, achieve and acquire a full range of skills and abilities to empower them to be lifelong learners
- Endeavour to ensure all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included
- Nurture, inspire, develop and encourage successful learners, responsible citizens, effective contributors and confident individuals prepared and empowered for the future

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2019-2020
Session 2020-2021
Session 2021-2022

Overview of rolling three year plan

National Priorities	Session 2019-2020	Session 2020-2021	Session 2021-2022
Improvements in attainment, particularly in literacy and numeracy	Develop Curriculum Rationale & Design Develop wider range of pedagogy to provide enhanced opportunities for challenge, inclusion, pace and consistency across learning Moderation – Reading (Cluster) SEAL/Number Talks	Moderation – Writing (Cluster) Active Literacy – Writing Developing learning pathways across all curricular areas Developing pedagogy cross all stages Evaluate/pilot methods of planning across school – research 6 week planning tool	Moderation – Writing (Cluster) Active Literacy – Writing Develop methods of planning across school – research 6 week planning tool
Closing the attainment gap between the most and least disadvantaged children	Create strategic overview of interventions and subsequent tracking & monitoring to inform planning for next steps Family Learning feature of parent base within school to include further education local links SQA opportunities for senior learners Family learning opportunities; class, school and community Visible Learning (School & Cluster)	Visible Learning (School & Cluster) – Solo Taxonomy Review strategic overview of ASN interventions Family learning opportunities within class and teacher led workshops for parents (P1 – P7) twice per year Family learning to include opportunities from partner agencies	Improving Parental Engagement – family learning Family learning opportunities within class and teacher led workshops for parents (P1 – P7) twice per year
Improvement in children and young people's health and wellbeing	Implement ASD aware cycle of self-evaluation with IEPS including programme for JTS Provide opportunities for PPB training across school Outdoor Learning linked to STEM teaching & learning Developing as a Community of Faith & Learning – supporting professional and spiritual development of staff Training for Equality & Inclusion Learning & Teaching resources (SCES) Extend Play based learning opportunities through training, authority and RIC research and training	Developing in Faith – tbc Conduct evaluation of Breakfast Club & associated activities alongside evidence for raised activity levels in target groups (SIMD 1- 2) to ascertain next steps for improvement Extend Play based learning opportunities through training, authority and RIC research and training Continue to develop remit of pupil and parent Mental Health Champions	

	Develop strategies to become Mentally Healthy School via Place2B self-evaluation tool - including pupil and parent Mental Health Champions		
Improvement in employability skills and sustained positive school leaver destinations for all young people	Developing Inverclyde's Young Workforce - Cluster Primaries Career Fayre; Employability Skills, community links Skills Progression ladders Introduction of L3 (French)	Developing Inverclyde's Young Workforce Skills Progression ladders L3 (French) Digital Literacy	Developing Inverclyde's Young Workforce – IDL Planning Digital Literacy Embedding use of Skills Progression ladders (P1 – P7)

Pupil Equity Fund –Session 2019-2020

Establishment Name:

All Saints Primary

Signatures:

Head of Establishment	Lorraine Fisher	Date	March 2019
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Quality Improvement Officer	Alison McLellan	Date	March 2019
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NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Attainment

Groups of pupils targeted for literacy support following discussion with class teachers and Coaching & Modelling Officers has led to all targeted pupils (P3 – P4) making progress within phonics as evidenced in pre and post-intervention assessments. Pupils and teachers report increased levels of confidence in applying phonics skills across reading and writing.

Pupils targeted for writing intervention (P5 – P7) have significantly raised attainment. P5 – all pupils raised overall writing assessment score by 3 levels; P6 – all but 1 pupil achieved writing target; P7 – all but one pupil (absence) raised writing score by at least one level. Interventions to support raised attainment in Reading (P5 – P7) have yet to have final assessment completed however, written feedback from pupils demonstrates that participation in support groups has led them to feel more confident when reading and they report awareness of several strategies to support their reading which they are confident to use independently.

Ongoing assessment and teachers' professional judgements of Numeracy targeted interventions (P1 – P4) indicates most pupils who have taken part in intervention are now on track to complete SEAL Phase appropriate to their year group and/or ability.

Eyeco daily support to pupils within SIMD 1-2 (P1 – P3) with social, emotional and behavioural needs has focused on soft start activities, nurture approaches and play based learning to remove barriers to learning.

Health & Wellbeing coach delivering breakfast club activities and thereafter supporting Daily Mile, Parent workshops – Healthy Eating etc, Physical Education lessons with teaching staff, class wellbeing workshops – Sleep, Diet, Mental Health etc. has raised profile and awareness of health and wellbeing and its impact on learning for school, life and work.

Senior CLD worker has delivered variety of Family Learning and Parent Workshops across year including – Family Cooking; Supporting ICT, Literacy & Numeracy for Parents; Family Fun Club; Girfec Awareness; Speaking Confidently; Mindfulness; Families Connect; Crafty Christmas and Five to Thrive. These courses run alongside a weekly Parent and pupil 'Pupil of Week' café which supports our ambitions to celebrate success and achievements across four capacities.

We have delivered afternoon sessions to gather parent and pupil voice around school values, reporting to parents and homework. Parents report feeling valued and part of school life and, through our parent council, they have requested more opportunities to be involved in similar events across the school year.

Resources

Resources to support raising attainment in Literacy, Numeracy and Health and Wellbeing purchased from 2017 – 2018 PEF budget have been used to specifically support parental engagement, teacher professionalism, assessment of children's progress and school improvement throughout 2018 – 2019. This has supported consistency across teaching and learning, family learning, dialogic teaching and reciprocal reading. Many resources have supported further opportunities for pupils to be active, independent and responsible in their learning. For example, First News literacy resource has developed children's knowledge and understanding of current affairs and developed their ability to debate, rationalise and share ideas and opinions. Following positive feedback from teachers and pupils we intend to roll use of this resource out across second level 2019 – 2020.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
Acting DHT post to be responsible for identification of poverty-related attainment gap. Plan, review and assess additional activities, interventions and resources to raise attainment in literacy and numeracy in line with national expectations. Support staff at all levels to feel confident and skilled analysing and interrogating data to inform understanding of poverty-related attainment gap and subsequent planning to meet children's unmet needs. Monitor progress using tracking/SIMD data, and assessment of vulnerable pupils, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions.	Aug. 2019 – June 2020	£10,000.00	<ul style="list-style-type: none"> • Standardised assessments • Tracking & monitoring of progress of targeted pupils through curriculum pathways • Tracking & monitoring of progress of targeted pupils in meeting TPJ predictions of CFE levels • Tracking and monitoring of individual pupil targets via SEEMIS TPJ, classroom observations, Teacher & SMT class meetings and pupil conversations at Nov, Feb & May
Senior CLD Worker responsible for identification and engagement with vulnerable families, accessing appropriate resources, planning and operation of support groups and personalised support (including family learning), increase and enhance opportunities for parental engagement, improve pupil attendance through parental engagement, enhance transitions (nursery and secondary liaison), training and supporting staff to enhance parental relationships and monitoring the impact of interventions.	Aug. 2019 – June 2020	£39,994.57	<ul style="list-style-type: none"> • Professional dialogue with teachers and other adults providing support
EYECO to promote and support implementation of whole school nurture implementation programme. Support learning to play and playing to learn approaches across P1 – P3, support early intervention/reinforcement activities for those children in P1 – P3 who are at risk of not attaining the expected levels in Literacy or Numeracy.	Aug. 2019 – June 2020	£29,612.00	<ul style="list-style-type: none"> • Parental reporting/comments • Self/peer assessments • Pupil feedback about learning • SMT & Peer teaching & learning observations
Classroom Assistant (x2) to provide support for pupils across Early/First and Second level who are at risk of not attaining the expected levels in Literacy or Numeracy. (25 hours per week)	Aug. 2019 – June 2020	£25,704.60	<ul style="list-style-type: none"> • Reviewing children's work & individual targets
Teacher training on Reflective Reading to enhance quality of learning and teaching, language skills and vocabulary gap in early development.	Aug. 2019	£ 1,700.00	<ul style="list-style-type: none"> • Overall school attainment in comparison to targeted groups (closing the gap)

Playback ICE resources & staff training. Whole school health & wellbeing programme focussing on social & emotional wellbeing and skills development to enhance understanding, pupil voice, tracking & monitoring of wellbeing indicators and four capacities.	Aug. 2019 – April 2020	£ 4,500.00	
Visible Learning/Osiris. Whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children.	Aug. 2019 – June 2020	£ 2,138.56	
Back payment of pay rise for staff resourced through PEF budget 2018 – 2019.	Aug. 2019	£ 15,000.00	
Mind Mosaic	Aug. 2019 – June 2020	£ 5,000.00	
Music instruction. 30 (1 per week) piano lessons for EAL/SIMD/ACE pupil currently self-taught.	Aug. 2019 – June 2020	£ 450.00	
8 additional clerical hours to support administration and communication for all families, including those of targeted children.	Aug. 2019 – June 2020	£ 3,983.71	
Research, source and introduce new reading scheme P1 – P3 to address issues of lack of access to existing online resource.	Aug. 2019 – June 2020	£ 10,000.00	
Health & Wellbeing Coach (18.5hrs) Deliver daily breakfast club active start and programme of	Aug. 2019 – June 2020	£ 12,294.76	
Basic Teacher (0.5fte) TBC Liaise with SMT, Class Teacher & Attainment Challenge to support interventions to raise attainment in literacy & numeracy and track their impact at key stages across year	Aug. 2019 – June 2020	£ 19,261.40	
		£ 179,639.60 Total	£ 178,000

Plan –Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver School leadership Teacher professionalism Assessment of children's progress School Improvement Performance Information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.2 Leadership of learning 2.2 Curriculum	Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

Expected outcomes for learners
<ul style="list-style-type: none"> Improved pupil attainment and achievement in Literacy and Numeracy secured via shared vision and aims as per Curriculum Rationale and Design. Wide range of approaches and strategies delivered through shared pedagogy which supports challenge, inclusion, pace and consistency across learning. Pupils' mental agility improved through use of wider range of mental maths strategies and pedagogy. 5% improvement in Reading and Numeracy achievement of a level (TPJ).

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Engage with all stakeholders to inform Curriculum Rationale and Design.	Oct 2019 – Aug. 2020	All Staff Attainment Advisor Parents Parish	Collegiate meetings Community links/meetings SAC – Attainment Advisor
Develop, and deepen knowledge and practice of, a wider range of teaching approaches which	April 2019 - June 2022	All staff	SAC training Online support

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
provide children with opportunities to be active and challenged in their learning (Dialogic Teaching, Reflective Reading, Outdoor Learning, Cooperative Learning, Play and Interdisciplinary Learning).		Coaching & Modelling Officers Attainment Advisor SMT	Professional reading and research
Further develop teachers' skill and confidence in using SEAL and Number Talks to develop pupil's mental agility in maths and numeracy.	April 2019 – June 2020	All Staff CMO – Numeracy SMT	SAC training Online support Professional reading and research
Develop use and understanding of Progression Pathway for Maths and Numeracy.	Aug. 2019 – Aug. 2020	SMT Maths & Numeracy co-ordinator CMO – Numeracy	Inverclyde Progression Pathway for Maths and Numeracy
Continue to develop, and track & monitor, Active Literacy approaches across school.	April 2019 – June 2020	All staff CMO – Literacy SMT Cluster	North Lanarkshire Active Literacy Programme and resources Cluster moderation Support from Attainment Challenge Team - Literacy Coaching and Modelling Officer
Develop Reflective Reading approach across school.	Aug. 2019 – Aug. 2020	SMT Cluster teaching staff CMO - Literacy	Reflective Reading (Anne Glennie) in-service Reflective Reading teacher book Reading resources Cluster moderation
Continue to provide literacy and/or numeracy interventions to support 5% raise in attainment and achievement of level within Reading and Numeracy for targeted pupils.	Aug. 2019 – Aug. 2020	SMT Attainment Advisor Teaching staff Support staff CMO – Literacy & Numeracy	AOL data TPJ and predictions Regular teacher/SMT/Attainment Advisor supportive meetings Tracking & monitoring of data

Evidence of Impact

- Collegiate meetings will support production of Curriculum Rationale and Design.
- Classroom visits will demonstrate a more consistent approach to curriculum.
- Classroom visits will highlight variety of pedagogy to support children to be more active and challenged in their learning.
- Pupils are able to use and discuss a range of Number Talk/Mental Maths strategies to support, and explain, their learning.
- Pupils are able to use and discuss a range of Active Literacy and Reflective Reading approaches and strategies to support their learning.
- Tracking and monitoring will demonstrate 5% rise in attainment and achievement of a level within Reading and Numeracy organisers for targeted pupils.

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Assessment of children's progress Performance information Parental engagement	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.2 Leadership of learning	Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

Expected outcomes for learners
<ul style="list-style-type: none"> • Personalised support is targeted, timely and rigorously tracked and monitored to inform next steps for learners’. • Family learning supports parents to know, understand and support children’s learning. • Supporting families to have a raised awareness of, and participation in, community experiences and opportunities supports closing the gap between most and least disadvantaged children. • Data will be used to inform barriers to learning and inform next steps to support raised attainment and achievement. • Improved feedback by teachers results in learners having a better understanding of their progress and next steps in learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Create strategic overview of interventions and deliver support staff training and timetable for targeted delivery.	June 2019 – Aug 2020	Attainment Advisor DHT Support Staff	All staff SMT In-Service training and information sharing Peer support Weekly check-ins
Family Learning regular feature of school and Parent Base within school.	Aug 2019 – Aug 2020	Senior CLD Worker (PEF) CLD Barnados Teaching Staff Local community groups SQA	Parent Hub Learning together – Scotland’s national action plan on parental involvement, parental engagement, family learning and learning at home 2018-2021

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Local further education Parent Council	
Improve use of data to identify pupils to raise attainment using targeted approach.	June 2019 – Aug 2020	Attainment Challenge SNSA Teaching Staff PEF information Other establishments	IT Staff visits to other establishments to ascertain methods of monitoring/storing data
Continue with Visible Learning training, with particular focus on consistency of written feedback.	April 2019 – June 2020	Cluster teaching staff SMT Impact Coaches Osiris	Visible Learning training materials and sessions

Evidence of Impact
<ul style="list-style-type: none"> • Interventions across school will be learner specific, planned, timely and robustly monitored to inform next steps. • Interventions are robust and rigorously monitored and lead to direct raise in attainment and achievement for learners and address gaps in learning. • Feedback from parents demonstrates improved confidence and understanding in supporting children’s learning. • During classroom observations by SMT and Peer support, pupils can explain how well they are learning and what they need to improve.

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School leadership Parental engagement	HGIOS?4 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers RRS Article 28: (Right to education): Article 14 (Freedom of thought, conscience and religion): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners
<ul style="list-style-type: none"> Needs of pupils' within CLB are planned for through joint observations between school and IEPS using ASD environmental audit framework. Pupils' needs are shared and planned for during regular Joint Support Team meetings involving professionals. Pupils can discuss their shared knowledge and understanding of visuals across All Saints Primary, describing how this system supports those with communication and language barriers to learning. Pupils can discuss, and share a range of evidence, which demonstrates their outdoor learning; describing links to curricular areas and specifically STEM. Pupils across P1 – P3 are given opportunity and experiences to be independent, responsible and creative in their learning. By consistently using an emotional, social and wellbeing skills development programme and providing regular emotional check-ins across all classes; pupils' will be provided with opportunities to discuss their knowledge and understanding of GIRFEC, social, emotional and mental wellbeing.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Work in partnership with IEPS to create ASD aware cycle of self-evaluation.	June 2019 – Aug 2020	IEPS SMT CLB Staff Joint Services	Meeting schedule Staff cover

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Work in partnership with ICOS to implement Visual Support project across school.	Aug 2019 – Aug 2020	ICOS All Staff CLD Barnados Parent Council Parent forum Pupils	Visual Support project training Visual support materials In-Service training Parent workshops & information sessions
Develop outdoor learning opportunities which are linked to STEM teaching and learning.	Oct 2019 – Dec 2020	Teaching staff SMT Outdoor Learning co-ord. Community groups Science Centre	Staff training STEM resources inc. progressive planners Outdoor resources inc. clothing Whole school planning for interdisciplinary learning
Extend play based learning opportunities across P1 – P3.	Aug 2019 – Aug 2020	Infant staff Attainment Challenge Nurture teacher CMO	Staff training EYECO/ASN support Play equipment
Implement Playback ICE, Knowing Me, Knowing You resource across school.	Aug 2019 – Aug 2020	Playback trainer Teaching staff	Playback resources Staff training Mental health training – via Place2Be ACEs awareness
Provide opportunities for daily Emotional Check-Ins and whole school GIRFEC wellbeing indicators discussions.	Aug 2019 – Aug 2020	Staff Pupils Barnados CLD Parents	Emotion Fans/Checklists GIRFEC assembly timetable Parent info sessions

Evidence of Impact

- Learners' needs will be planned for, reviewed and evidenced by a group of professionals who will support staff and families to support learners to reach their full potential.
- Inclusion across whole school will be supported by visual cues in all classrooms and common areas.
- Learners' will have regular opportunities to take learning outdoors and can link outdoor learning to STEM learning and discuss cross curricular links.
- Infant learners' (P1-P3) will lead, and take part in, active, independent and challenging play opportunities and experiences which will foster creativity, enterprise and independence, evidenced through pupil feedback, weekly learning logs and photographs.
- A range of evidence will be gathered by teachers and SMT to inform and support pupils' understanding of four capacities for learning, encourage positive attitudes and improve personal profiling whilst supporting social and emotional wellbeing.
- Pupils' will be better able to self-regulate, monitor and evaluate their own social, emotional and mental wellbeing and understand who and where can provide them with support when required.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Teacher professionalism School Improvement	HGIOS?4 3.3 Increasing creativity and employability 1.2 Leadership of learning 2.7 Partnerships 2.6 Transitions	Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners
<ul style="list-style-type: none"> • Increased knowledge and understanding of career skill sets. • Improved ambitions and aspirations for future employment. • Improved knowledge of employment within local context. • Enhanced transition experience.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Plan and implement a Cluster Primaries Career Fayre to promote employability skills.	October 2018	Pupils – P7 and High School Seniors Parents/Carers Community Partners Business Partners Cluster Primary colleagues Teaching Staff SMT All Saints H&WB Coaches	Developing Inverclyde’s Young Workforce Progression Pathway All Saints Primary School rooms Refreshments
Develop opportunities to work with range of local partners, with increased focus on contribution to developing employability skills.	May 2019 – August 2020	SMT Local Partners DYW – Robert Lamb	Building Curriculum 4: Skills for learning, Skills for Life, Skills for Work Skills Development Scotland Inverclyde’s Employability Skills resources

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Explore Skills Progression Pathways to include Employment Skills to develop learners' understanding of skills needed in workplace and how they can develop these skill sets from school onwards.	August 2018-June 2019	SMT	Skills Progression Pathway Inverclyde's Employability Skills resources Building the Curriculum 3: A framework for Learning and Teaching (7 Principles of Curriculum Design) Building the Curriculum 4: Skills for learning, Skills for Life and skills for Work
Continue to offer opportunities for Enterprise and Creativity – e.g. rota for making & selling toast during break with proceeds supporting local homeless charities.	August 2018-June 2019	Pupils CLD Community Partners Inverclyde Foodbank	Access to kitchen Risk assessments Staff collegiate information session from Inverclyde foodbank
Explore opportunities for school to work with partners to enhance social awareness of pupils/parents.	August 2018-June 2019	Pupils CLD Community Partners Inverclyde Foodbank Parents	Collegiate calendar In-Service

Evidence of Impact

- Feedback from pupils shows increased knowledge and understanding of the employability skills required in various careers and workplaces.
- Feedback from pupils and parents will demonstrate greater understanding of social awareness and their ability to support/volunteer in community.
- Learners will demonstrate increased awareness of types of skills sets suited to certain jobs/careers and how they can progress knowledge and understanding of such skills.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change 1.2 Leadership of learning	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school. Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children’s progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child’s education. Progress towards developing a family learning programme across communities.	2.5 Family learning 2.7 Partnerships	Engagement/Discussion with parents at parents’ evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning; Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children’s progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children’s overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	As above. Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above.

Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

<p>School improvement</p>	<p>Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.</p>	<p>2.3 Learning teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability 2.4 Personalised support 2.6 Transitions</p>	<p>As above. Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels. As above. Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices. Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs. Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data. Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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