

# Education – Improvement Planning Document

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Establishment Name: Kilmacolm Primary School

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## Signatures:

Head of Establishment	Simone McCredie	Date	June 2017
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Quality Improvement Officer	Norman Greenshields	Date	
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# Our Vision, Values and Aims

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## **Vision**

Working within “A Curriculum of Excellence” we strive to provide the highest quality learning and teaching ensuring that all children attain and achieve their full potential and ensuring that our pupils are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world, thus enabling them to become

SUCCESSFUL LEARNERS

CONFIDENT INDIVIDUALS

EFFECTIVE CONTRIBUTORS

RESPONSIBLE CITIZENS

## **Values**

- Determination
- Endeavour
- Compassion
- Aspiration

## **Aims**

- To create successful learners by providing the highest quality of learning and teaching to ensure all our children achieve their potential.
- To create confident individuals by encouraging self respect, ambition, and a sense of physical, mental and emotional wellbeing with secure values and beliefs and by valuing and celebrating each child’s attainment and achievement.
- To create responsible citizens by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others and to prepare them for life in a pluralistic society.
- To create effective contributors by encouraging an enterprising attitude, resilience and independent learning skills.
- To develop an open, welcoming, caring school in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible.

PLEASE NOTE THE SCHOOL VISION AND AIMS WILL BE REVIEWED IN AUGUST 2017

## 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 2017-2018

Session 2018-2019

Session 2019-2020

# Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>• Improved attainment levels and assessment results for all children</li> <li>• Increased opportunities for parents/carers to be involved in their children’s learning</li> <li>• Consistent teaching and learning approaches embedded across the whole school</li> <li>• Improved Literacy and Numeracy skills for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attainment levels and assessment results for all children</li> <li>• Increased opportunities for parents/carers to be involved in their children’s learning</li> <li>• Consistent teaching and learning approaches embedded across the whole school</li> <li>• Improved Literacy and Numeracy skills for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attainment levels and assessment results for all children</li> <li>• Increased opportunities for parents/carers to be involved in their children’s learning</li> <li>• Consistent teaching and learning approaches embedded across the whole school</li> <li>• Improved Literacy and Numeracy skills for all children</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>• Improved support and attainment levels for targeted children</li> <li>• Staff confident in using data information</li> <li>• All staff involved in moderation activities across the cluster</li> <li>• Quality Assurance procedures refined to closely monitor targeted child</li> </ul>	<ul style="list-style-type: none"> <li>• Improved support and attainment levels for targeted children</li> <li>• Staff confident in using data information</li> <li>• All staff involved in moderation activities across the cluster</li> <li>• Quality Assurance procedures refined to closely monitor targeted child</li> </ul>	<ul style="list-style-type: none"> <li>• Improved support and attainment levels for targeted children</li> <li>• Staff confident in using data information</li> <li>• All staff involved in moderation activities across the cluster</li> <li>• Quality Assurance procedures refined to closely monitor targeted child</li> </ul>

<p>Improvement in children and young people's health and well-being</p>	<ul style="list-style-type: none"> <li>• Improvements to children's emotional intelligence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements to children's emotional intelligence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements to children's emotional intelligence and resilience</li> </ul>
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> <li>• Children's achievements tracked based on skills progression framework</li> <li>• Staff skilled in planning, assessing and monitoring the skills based approach</li> <li>• Cluster skills events and activities supported by business partnerships</li> <li>• All children involved in leadership roles throughout the session</li> <li>• Staff and children's gardening, hygiene and food technology skills developed</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a Social Enterprise programme</li> <li>• Development of a STEM based approach</li> <li>• Development of a community engagement programme</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a Social Enterprise programme</li> <li>• Development of a STEM based approach</li> <li>• Development of a community engagement programme</li> </ul>

## Pupil Equity Fund –Session 2017-2018

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### **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

We have 11.73% of pupils who are entitled to free school meals, this equates to 21 pupils in total (from P1 to P7).

Within this list there are 7 children who are not on track with their learning in Numeracy and 11 children who are not on track with their learning in Literacy. There are also 10 children who are not on track in Health and Wellbeing. The details of the barriers to their learning and support strategies in place are detailed on the school's tracking system. The information is updated each term in dialogue with the class teachers and Head Teacher at the tracking meetings.

In addition, from the PIPs results and information on the school's tracking system, there is a group of children in the current Primary 3 and 4 stages who are not on track in Literacy and Numeracy.

Therefore, any targeted support put in place using the Pupil Equity Funding, will benefit the 21 pupils and a number of children from Primary 3 and 4, and any identified children in the future.

<b>Project / priority</b> <b>(details of what you are doing and who you are targeting with additional intervention)</b>	<b>Timescale</b>	<b>Details of spend</b>	<b>How will you evidence improvement?</b>
<p>After a consultation process involving the school staff, the Junior Leadership Team and the Parent Partnership it was agreed that the allocated money would be spent on a 0.4 teacher. This teacher will be used to release the experienced class teachers in the school to provide targeted support for groups of children. This will ensure that no training will need to take place and the teachers will be able to begin support strategies immediately. A targeted support plan will be created and will be reviewed on a regular basis to ensure impact in raising attainment in Literacy, Numeracy and Health and Wellbeing.</p>	<p>August 2017-August 2018</p>	<p>Teaching staff 0.3 10.5 hrs/week August 2017-August 2018 £13,130  OSIRIS Visible Learning Training Aug 2017 - Jun 2018 £4531 (tbc)  Commissioned/purchased services/partners  Other Finance and Human Resources £290  Total £17, 951</p>	<p>The school has a very detailed tracking system, therefore the barriers to learning are discussed and updated each term. This information will be used alongside assessment results to ensure that the correct support is put in place for all the 21 children who are entitled to free school meals. The plan for targeted support will focus on small groups of children over a specific period of time. Each group will have targets set which will be reviewed at the end of the time period. All impact will be recorded on the tracking system to show progress and details of any further intervention needed.</p>

<b>Project / priority</b> <b>(details of what you are doing and who you are targeting with additional intervention)</b>	<b>Timescale</b>	<b>Details of spend</b>	<b>How will you evidence improvement?</b>
<p>Literacy and Numeracy: The focus will be to provide differentiated (group) support to develop the children's Literacy and Numeracy skills and to support the class teachers. This will ensure the support strategies and effective teaching and learning approaches are embedded into everyday classroom practice. Teachers will be supported with the use of Dyslexia Friendly strategies and the Dyslexia Toolbox to support the children who have a confirmation of Dyslexia.</p> <p>Health &amp; Wellbeing: The focus will be on developing pupil confidence, a Growth Mindset and resilience through a 'Nurture Group' and 'Seasons For Growth' programme.</p>			<p>Specific assessments will be used to support the teachers' professional judgements when reviewing progress e.g.</p> <p>Boxalls, PIPS, NL Reading, Spelling, Big Write.</p>

## Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<p><b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information</p>	<p><b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p><b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education): <b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Improved attainment levels and assessment results for all children</li> <li>• Increased opportunities for parents/carers to be involved in their children's learning</li> <li>• Consistent teaching and learning approaches embedded across the whole school</li> <li>• Improved Literacy and Numeracy skills for all children</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop the Kilmacolm Primary School Curriculum Rationale and the school Vision, Values and Aims	August - October 2017	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Parent Partnership</li> <li>• All stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Calendar</li> <li>• Parent Partnership meetings</li> <li>• Education Scotland guidance on Curriculum Rationales</li> </ul>
1.2 Create a Teaching and Learning policy to further develop a consistent approach across the nursery and school with teaching and learning approaches	August - October 2017	<ul style="list-style-type: none"> <li>• SMT</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Calendar</li> <li>• Inverclyde Progression Planners</li> </ul>
1.3 Develop staff knowledge of most effective learning and teaching strategies through professional learning opportunities and modelling of high quality practice.	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Reciprocal Teaching (Lynn McPherson, Ailie Grant, Sheila Taylor)</li> <li>• Froebel (Pauline McPhee)</li> <li>• Zoe Boyle and Wendy McKeegan - SEAL Maths (P1-3)</li> <li>• Christine Carruth - Mental Agility (P4-7)</li> <li>• Hayley Lennon - SEAL Maths (nursery class)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Calendar</li> <li>• Authority training events</li> <li>• Peer observations</li> <li>• SEAL Maths planners/recourses</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Continue to develop the children’s reading and writing skills through the #KPSLovesReading and #KPSLovesWriting projects	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• SMT</li> <li>• All staff</li> <li>• Scottish Book Trust</li> <li>• Inverclyde Libraries</li> </ul>	<ul style="list-style-type: none"> <li>• Scottish Book Trust application for ‘Author in Residency’ (we will be notified in July if our application form is successful)</li> <li>• Reading and Writing Benchmarks</li> </ul>
1.6 Further develop Parental Engagement in children’s learning in the nursery class and P1-7 classes	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Parent Partnership</li> <li>• All stakeholders</li> <li>• QIOs</li> </ul>	<ul style="list-style-type: none"> <li>• Inverclyde ‘Reporting to Parents’ pilot</li> <li>• Professional Learning Calendar</li> <li>• Parent/Carer events</li> <li>• Parent Partnership meetings</li> <li>• Benchmarks</li> </ul>

**Evidence of Impact**

- Self-evaluation of HGIOS 4 QI 1.2 Leadership of Learning, 2.3 Learning, Teaching and Assessment, 2.7 Partnerships
- Kilmacolm Curriculum Rationale
- Minutes from Parent Partnership and Cluster meetings
- Self-evaluation Framework
- Teaching and Learning policy
- Parent/carer evaluations
- Quality Assurance programme (Learning Walks, Learning Conversations)
- Discussions with teachers/Progress meetings with staff
- PRD discussions
- Professional Learning sessions
- Minutes from Professional Learning sessions

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p><b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education): <b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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**Expected outcomes for learners which are measurable or observable**

- Improved support and attainment levels for targeted children
- Staff confident in using data information
- All staff involved in moderation activities across the cluster
- Quality Assurance procedures refined to closely monitor targeted child

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop staff skills and expertise in analysing and using data and assessment information to identify and monitor target groups of pupils for specific interventions.	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• SMT</li> <li>• All staff</li> <li>• Neil Campbell</li> <li>• Jill Gilchrist</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Calendar</li> <li>• Data information</li> <li>• Assessments - Staging Posts, Standardised Assessments (Feb 2018)</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2 Participate in professional learning to further moderate standards within the school, cluster and across the Authority	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• P1-7 and S1 teachers across the Port Glasgow High School and St Stephen’s High School clusters, including Kilmacolm Nursery Class and Newark Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster Professional Learning events (one per term)</li> </ul>
1.3 Further develop the Quality Assurance and Tracking and Monitoring procedures	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• SMT</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Calendar</li> <li>• Benchmarks</li> <li>• Quality Assurance procedures</li> </ul>
1.4 Implement strategies and resources to support the learning of targeted children	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Barbara Maltby - Support for Learning Teacher</li> <li>• PEF Teacher (name tbc)</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Toolbox</li> </ul>

**Priority 3** Improvement in children and young people's health and wellbeing

<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p><b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education): <b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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**Expected outcomes for learners which are measurable or observable**

- Improvements to children's emotional intelligence and resilience

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.1 Continue to develop staff knowledge and expertise in nurturing approaches and further develop emotional intelligence and resilience throughout the school</p>	<p>August 2017 - June 2018 Cluster Professional Learning event - February 2018</p>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Five To Thrive (nursery staff)</li> <li>• Bounce Back</li> <li>• Paths (nursery staff)</li> <li>• Circle Time</li> <li>• PGHS cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning calendar</li> <li>• Five to Thrive, Bounce Back, Paths, Circle Time resources</li> <li>• Cluster Health and Wellbeing professional learning event</li> </ul>

Evidence of Impact
<ul style="list-style-type: none"> <li>• Self-evaluation of HGIOS 4 QI 1.2 Leadership of Learning, 2.3 Learning, Teaching and Assessment, 2.3 Personalised Support</li> <li>• Kilmacolm Curriculum Rationale</li> <li>• Self-evaluation Framework</li> <li>• Teaching and Learning policy</li> <li>• Quality Assurance programme (Learning Walks, Learning Conversations)</li> <li>• Discussions with teachers/Progress meetings with staff</li> <li>• Tracking of HWB</li> <li>• PRD discussions</li> </ul>

**Priority 4** Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p><b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education): <b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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**Expected outcomes for learners which are measurable or observable**

- Children's achievements tracked based on skills progression framework
- Staff skilled in planning, assessing and monitoring the skills based approach
- Cluster skills events and activities supported by business partnerships
- All children involved in leadership roles throughout the session
- Staff and children's gardening, hygiene and food technology skills developed

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop a skills focused curriculum and tracking system	August 2017 - June 2018	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Progression grid</li> <li>• Curriculum Rationale</li> <li>• Professional Learning Calendar</li> </ul>
1.2 Create cluster business partners database to support skills based events and activities across the cluster	August 2017 – June 2018	<ul style="list-style-type: none"> <li>• SMT</li> <li>• PGHS cluster schools and nurseries</li> <li>• All stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster meetings</li> <li>• Parent Partnership meetings</li> <li>• Business Breakfast September 2017</li> <li>• Cluster ‘showcase’ event in May 2018</li> </ul>
1.3 Develop leadership roles for all children across the school in a variety of events and activities	August 2017 - June 2018	<ul style="list-style-type: none"> <li>• All staff (lead teacher tbc)</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with children</li> <li>• Professional Learning Calendar</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.4 Create a sustainable school garden and a cooking classroom to develop the staff and children’s gardening, hygiene and food technology skills</p>	<p>August 2017 - June 2018</p>	<ul style="list-style-type: none"> <li>• All staff (lead teacher tbc)</li> <li>• CBC (Business Partner)</li> <li>• Kilmacolm Horticultural Society</li> <li>• Royal Horticultural Society</li> <li>• Cross Cafe in Kilmacolm</li> <li>• Jackie Dunn - catering manager</li> <li>• Jean McCredie - Home Economist</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Let’s Grow and Cook’ project (subject to £3000 ‘Food for Thought’ grant being awarded)</li> <li>• Professional Learning Calendar</li> </ul>

### Evidence of Impact

- Self-evaluation of HGIOS 4 QI 1.2 Leadership of Learning, 2.3 Learning, Teaching and Assessment, 2.7 Partnerships
- Kilmacolm Curriculum Rationale
- Skills based tracking system
- Cluster Business Database
- Minutes from Parent Partnership and Cluster meetings
- Record of children's leadership roles (celebrated at the GOLD Assemblies)
- Self-evaluation Framework
- Teaching and Learning policy
- Parent/carer evaluations
- Quality Assurance programme (Learning Walks, Learning Conversations)
- Discussions with teachers/Progress meetings with staff
- PRD discussions
- Professional Learning sessions
- Minutes from Professional Learning sessions

### Education Scotland Advice:

#### Developing a manageable, measurable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;

- priorities clearly linked to NIF drivers and HGIOS4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.
- **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
<b>School Leadership</b>	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.
<b>Teacher professionalism</b>	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.

<p><b>Parental Engagement and Partnership working</b></p>	<p>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.</p>	<p>2.5 Family learning  2.7 Partnerships</p>	<p>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???</p>
<p><b>Assessment of children's progress</b></p>	<p>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.</p>	<p>2.3 Learning teaching and assessment  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning</p>	<p>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.</p>

<p><b>School improvement</b></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.</p> <p>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.</p> <p>As above.</p> <p>Minutes of staff discussions on local &amp; 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.</p> <p>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.</p> <p>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.</p> <p>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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**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.