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* Values, Beliefs and Vision
* Our Key Obsessions: Performance Plan
* Overview of Outcomes/start dates and accountable person
* Action Plans including Pupil Equity Funding

Clackmannan Primary School

**School Improvement Plan 2017-18**

2017

**Our Living Values**

Honesty

Respect

Achievement

Fairness

Nurture

**Our Belief Statement**

Our central purpose is to provide the best possible learning experience and ensure every child succeeds. In order to achieve this, we believe that

1. Children come first and every child matters
2. Children should be safe, respected and listened to
3. We have high expectations of children, ourselves and each other
4. All of us are unique and different skills should be celebrated
5. Every child has equal and equitable opportunities to succeed
6. All the members of our school community are valued

**Our Vision**

Our whole school community will thrive, be inspired, have self-belief and doors will be opened to the world.

**Our Key Obsessions: Performance Plan**

We believe every child should have equal and equitable opportunities to succeed and are committed to closing poverty related gaps.

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| **Our key obsessions** | **Focus** | **Measurement** | **Reporting data/progress/impact (when and who?)** |
| Attendance | * P1-7 SIMD 1 and 2 | * Number of absences and lateness | Fortnightly  Learning Assistant (PEF funded) |
| Attainment | * Numeracy First Level (SIMD 1-4) * Literacy Early and First Level (SIMD 1-4) | * Numeracy phased assessments * Vocabulary assessments | Termly  Lit/Num Leaders (PEF funded)  LA’s (PEF funded) |
| Exclusion | Whole School | SEEMIS | HT termly |
| Participation | * Wider achievements (whole school) * Pupil participation (groups P2-7) * Parent participation (nursery -P7) | * Tracking and monitoring spreadsheet * Ladder of participation scale baseline and improvement * Number of parents supporting during the school day (tracking data) * Number of parents involved in SIP groups | Termly  Acting PT  All group leaders led by Acting PT  Termly  Termly  PT |
| Engagement | * Learning experiences in reading (track group in SIMD 1-4 First Level) * HWB engagement in lessons following healthy snack (track group in SIMD 1-4 First Level) * Pupils coming in late | * Leuven scale of engagement (observational data) | To be agreed by curriculum leaders  DR  BD  DL |

**Overview**

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| **Outcome** | **Start date** | **Accountable Person** |
| To improve learners’ experiences and raise attainment in numeracy and reading and reduce the poverty related attainment gap through targeted approaches (PEF funded) | September 17 | L.Budge (APT)  G. Petrie (PT) |
| To co-create policy and design of flexible pathways through HWB curriculum in order to ensure healthy lifestyles and choices for the future (partly PEF funded) | September 17 | B. Donald (CT) |
| To improve attendance and instances of lateness for pupils in SIMD bands 1-2 by having a named person responsible for daily check ins and communication with families. | October 17 | D. Laird (HT)  A. Morrison (LA) |
| To transform our outdoor learning environment and offer of outdoor learning, including playground experiences, in partnership with parents, children and the wider community | October 17 | A. Johnstone (CT) |
| To accelerate understandings and engagement in reading through the 3 dimensional model in partnership with Strathclyde University | Nov/Dec17 | D. Ross (CT) |
| To transform approaches to recording and profiling learning in the nursery | November 17 | P. Allan (EYW) |
| To address social, emotional and environmental barriers to learning through the development of an indoor nurture space and whole school nurturing ethos (PEF funded) | February 2018 | C. Cartwright (DHT) |