* Nursery Improvement Plan (aligned with Engaging Families priority
* Priority 1 - R4L (Improvement in HWB)
* Priority 2 – Equitable Reading Project Year 2 (Closing the gap in Literacy)
* Priority 3 – Teacher Learning Communities and assessment (Improvement in Performance Literacy)
* Priority 4 – Engaging Families (HWB)

School Improvement Plan 2018-19

**Clackmannan primary school**

2018



**Our Vision**

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

 **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

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| **Priority 1 - R4L (Improvement in children HWB)****ACTION PLAN****2018/2019** |
| **Cluster/School /Centre Team****Clackmannan PS** | **Total PEF Allocation**£15,966 Learning Assistant £15,300 Classroom Teacher£4000 Social Snack Funding  | **Links to SAC (Interventions for equity)*** Research and evaluation to monitor impact
* Early Intervention and prevention
* Promoting healthy lifestyles
 |
| **Headteacher/Manager**Debra Laird  | **Accountable Person**Catherine Cartwright DHT**Responsible Person** Lynsey Budge | **Improving Outcomes Manager**Cathy Quinn |

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| **Proposed Intervention**  |
| * Deepen team understanding of R4L principles and re-design environments in P1 and P1/2.
* Increase wider curriculum participation in school and at playtime/lunch in line with R4L principles
 |
| **Rationale for this proposal** |
| Staff self-evaluation highlighted the need for increased understanding of attachment, nurture and R4L environments.* Self-regulation is evidenced to have high impact gains (EEF Toolkit)
* Progress has been made with Nurture Plan session 2017-18
* Significant progress has been made with reference to environments.
* Significant progress needed to support R4L at playtime and lunch and after school.
* Wider achievement and participation has been a key obsession this year and there have been significant gains. Need to keep momentum with a more forensic focus

***Who has been consulted?* –** Staff and children and parents. Educational Psychology ***What do you want to achieve?* –** a depth of understanding and professional knowledge of why R4L is critical to improving HWB and key obsessions for our extraordinary children.  |

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| **Main NIF Priority** | **Main NIF Driver(s)** | **HGIOS 4 QIs** | **Main Key Performance Indicator** |
| * Improvement in attainment, particularly in literacy and numeracy
* Closing the gap
* Improvement in HWB
 | * Teacher Professionalism
* Parental Engagement
* School improvement
 | 1.5 Management of resources to promote equity 2.4 Personalised Support3.1 Ensuring wellbeing, quality and Inclusion | % Children achieving Early Years Milestones% Children achieving expected levels of CfE% Parental involvement  |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **August 2018** | **\*\*** | October 2018March 2019October 2019March 2020 | **2020** |

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| **Outcomes**  | **Impact**  | **Measurement Plan** |
| **Short** P1 and P1/2 rooms and daily structures will be designed according to R4L principles.All practitioners will benefit from professional learning led by EPs. | Increased team knowledge on R4L will ensure a smoother transition for children into P1.Healthy snack options provided for P1/2 which will lead to increased engagement  | Evaluative feedback statements from Team Collegiate sessionsLeuven Scale pre and postAttachment Observation Schedule for small number of identified children |
| **Medium** * Enhanced provision for playtimes and lunchtimes.
* Whole staff CLPL attachment and nurture
* Certification opportunities/outside agencies sourced and agreed.
* Pupil Participation group consulted
 |  * More children are ready to learn after break and lunch
* Increased staff knowledge of attachment issues and impact in the classroom.
* More children are engaged

 in their learning in P1/2* Increased participation in opportunities outside school.
 | * Focus class tracked for levels of engagement before and after lunch.
* Post training evaluation
* Continue to track children in to P2
* Comparison with previous P1
* Track the number of children and level of Staged intervention based on social and emotional needs.
 |
| **Long (Year 2)*** All P6 and P3 children have an opportunity to gain a national certification.
* P1 and P1/2 R4Lenvironments leading to increased attainment and engagement
* Increased opps for wider participation and R4L playtimes and lunchtime provisions (LA support)
 | * Increased % of Children achieving expected levels of CfE at Early level;
* Increased % of children who report “enjoying being in school today”
* Increased engagement in P1/2 classes
 | * Percentage of children achieving early level
* Comparison with 2017/18 percentages
* Leuven scale
* Talking Mats
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| **CHALLENGES (what might hinder success?)** | **SOLUTIONS**  |
| * Planned time to work with SLA team
* Logistics of outdoor learning certification – eg staff knowledge, transport to and from Gartmorn Dam.
* Appropriate ratios for play based learning in P1/2.
 | * Choose a link person and schedule weekly meeting to check progress.
* Work closely with Countryside Ranger and whole staff training on inservice day.
* Early Intervention worker assigned to support for specific portions of the day.
* Work closely with Senior Early Years Worker to support.
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| **Priority 2 – Equitable Reading Project Year 2 (closing the gap in Literacy)****ACTION PLAN****2018/2019** |
| **Cluster/School /Centre Team**Lornshill Cluster | **Total PEF Allocation**I x FTE Learning Assistant £15,966Resources to support Family Learning £3000Total £18,966 | **Links to SAC (Intervention for Equity)**Literacy (Year 2 Equitable Reading project)* Using evidence and data
* Promoting a high quality learning experience
 |
| **Headteacher/Manager**Debra Laird | **Accountable Person**Denise Ross (Acting PT) | **Improving Outcomes Manager**Cathy Quinn |

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| **Proposed Intervention**  |
| Improve attainment, reduce the gap and inspire families to read at home by embracing the Equitable Reading principles. |
| **Rationale for this proposal** |
| Year 1 of the Equitable Reading Project has evidenced improvement in attainment and engagement at some stages. Self-evaluation and direct observation has identified the need for further consistency and improvement in planning, tracking and monitoring. We track and monitor attainment in Reading for extraordinary children so need to extend this further. In line with the principles of the Equitable Reading project, we recognise the importance of involving our families and designing family learning opportunities. This work is aligned closely with our Engaging Families Priority in school and nursery. |

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| **Main NIF Priority** | **Main NIF Driver(s)** | **HGIOS 4 QIs** | **Main Key Performance Indicator** |
| * Improvement in attainment, particularly
* Closing the gap
 | * Assessment of children’s progress
* Parental Engagement
 | 3.2 Raising attainment and Achievement2.3 Learning , Teaching and Assessment 2.5 Family Learning | % Children achieving expected levels of CfE% Gap in Reading |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **September 2018** | **Year 2 of two year project** | **monthly** | **2019** |

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| **Outcomes**  | **Impact**  | **Measurement Plan** |
| **Short (Term 1 2018)**P1-P7 Practitioner skill in planning for the Equitable Reading project will be improved.  | Consistency of experiences for learners. | PT to lead Quality Assurance of Literacy Plans and provide formative feedback/key themes to the team. |
| **Medium (October – January 2019)**Design processes/systems for practitioners and senior leaders to track and monitor progress and achievement in Reading more effectively. | Robust processes are in place to reduce gaps and increase pace of learning.Increased knowledge, knowledge, understanding and application of progression and benchmarks in Reading. | Review current practice (self-evaluation)Evidence of increased knowledge and understanding gathered at LTA/Keeping up meetings (QA indicators)% gap in reading (Standardised assessment SSNA/NGRT) at P1/P2 and P6/P7 reduced (TPJ) |
| **Long ( August 2019 – October 2019)**Use the Equitable Reading principles to involve and engage families and community at targeted stages.(this is aligned with Engaging Families Priority) | Modelling and enjoying stories in school/community will motivate more families to enjoy and read stories at home. | Increased number of families attending/respondingNumber of photos/likes on Dojo (parental engagement) |

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| **Priority 3 – Teacher Learning Communities and assessment (Improvement in performance Literacy)****ACTION PLAN****2018/2019** |
| **Cluster/School /Centre Team**Lornshill Cluster | **Total PEF Allocation**£300 Dylan Wiliams professional reading  | **Links to SAC (Interventions for Equity)*** Professional Learning and Leadership
* Promoting a high quality learning experience
 |
| **Headteacher/Manager**Debra Laird  | **Accountable Person**Angela Johnstone **Responsible Person** Lauren Nimmo | **Improving Outcomes Manager**Cathy Quinn  |

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| **Proposed Intervention**  |
| Embrace TLC principles in order to share, embed and enhance formative assessment techniques at all stages and at home. |
| **Rationale for this proposal** |
| * We have triangulated evidence documenting the improvement of LI/SC and self/peer assessment through in house professional learning last session
* Direct observation of learning and teaching has identified the need for further professional learning to embed other principles and improve consistency
* We are part of the authority wide Tapestry Project and have identified 2 TLC Leads
* Parental surveys told us most of our parents did not know how their children were assessed
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| **Main NIF Priority** | **Main NIF Driver(s)** | **HGIOS 4 QIs** | **Main Key Performance Indicator** |
| * Improvement in performance
 | * Teacher professionalism
* Assessment of children’s progress
 | 2.3 Learning, teaching and assessment  | % Children achieving expected levels of CfE |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| October 2018 | 2 years  | January 2018-09-13Every 3 months  | June 2020 |

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| **Outcomes**  | **Impact**  | **Measurement Plan** |
| **Short (October to December 2018)**All practitioners will invest in the collaborative Teacher Learning Community model | Practitioners will be motivated to learn and about and employ enhanced formative assessment techniques | Evidence from 1-1s with TLC LeadsBreadth of techniques evident in planning (quality assurance) |
| **Medium (January –April 2019)**Practitioners will be become more skilled at using professional dialogue and peer observation in order to improve pedagogies of responsiveness and engagement | A culture will be developed of informed risk taking and collegiate support  | Peer and SLT Walkabouts using co-constructed schedule (direct observation)Observational feedback from TLC Leads  |
| **Long ( April – June 2019)**All practitioners, families and children will have an improved and enhanced understanding of assessment principles *Year 2 – continue to embed and enhance* | Pace of learning will be increased Children will be able to articulate how they are assessedParents will have an increased knowledge and understanding of formative assessment (knowledge of how their child is assessed) | LTA conversations and Keeping up meetings Junior Leadership Team surveys/Class Feedback Improved performance in TPJ and standardised assessments at targeted levels (reading)Family feedback from Assessment in Action Curriculum Evening  |

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| **Priority 4 - Engaging families****ACTION PLAN****2018/2019** |
| **Cluster/School /Centre Team**Lornshill Cluster | **Total PEF Allocation**Cost of CONNECT PL £500Cost of Family Learning£500 | **Links to SAC (Interventions for equity)*** Engaging beyond the school
* Social and emotional well being
 |
| **Headteacher/Manager**Debra Laird | **Accountable Person**Debra LAIRD**Responsible Person**Beverley Donald | **Improving Outcomes Manager**Cathy Quinn |

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| **Proposed Intervention**  |
| Engage beyond the school in professional learning in order to design bespoke family learning opportunities. |
| **Rationale for this proposal** |
| Parental Engagement is a key driver for change and improvement. Accessing a SCEL accredited learning sessions as a whole cluster will empower senior leaders to work differently and more creatively (Looking outwards).We have secure evidence of improvement regarding number of volunteers and positive feedback from families. Self-evaluation of family Learning opportunities has identified a need. |

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| **Main NIF Priority** | **Main NIF Driver(s)** | **HGIOS 4 QIs** | **Main Key Performance Indicator** |
| * Improvement in attainment, particularly
* Closing the gap
* Improvement in children’s health and well-being
 | * Assessment of children’s progress
* Parental Engagement
 | 2.5 Family Learning1.3 Leadership of change2.7 Partnerships  | % parental involvement  |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **September 2018** | **1 year** | **2 monthly** | **2020** |

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| **Outcomes**  | **Impact**  | **Measurement Plan** |
| **Short (Term 1 2018)**Senior leaders will gain increased professional understanding of engaging families based on research and evidence.(2 collegiate session led by CONNECT) | All senior leaders in the cluster will have a shared understanding of the 6 types of engagement, benefits and challenges.  | Feedback from cluster collegiate learning sessions. |
| **Medium (October – January 2019)**Self-evaluation of current practice will identify areas to prioritise.Develop a practical action plan for improving/increasing/widening ‘involvement’ based on self-evaluation. | All stakeholders aware of where we are and the direction of travel.Children’s health and well being improved via engagement with their families.  | Self-evaluation of Clackmannanshire Parental Involvement and Engagement Strategy (PIE 2018-21)(pre and post)  |
| **Long ( August 2019 – October 2019)**Parents are key decision makers in school improvement planning and opportunities for engagement at all levels are maximised. (aligned with Equitable Reading Priority) | Children’s health and well being improved via engagement with their families. | % opportunities for involvement% likes on Dojo% children reporting they enjoy having time with their families.  |

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| **Nursery Improvement Plan****ACTION PLAN****2018/2019** |
| **Cluster/School /Centre Team**Lornshill Cluster | **Total PEF Allocation** | **Links to SAC (Interventions for equity)*** Engaging beyond the school
* Early Intervention and prevention
 |
| **Headteacher/Manager**Debra Laird | **Accountable Person**Jackie Lindsay**Responsible Person** Veronica Vasquez | **Improving Outcomes Manager**Cathy Quinn |

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| **Proposed Intervention**  |
| Develop and embed improved practices in our nursery  |
| **Rationale for this proposal** |
| 1. Self evaluation from staff survey identified the need for clearer expectations of roles and responsibilities.
2. Clear need to re-design environments
3. Collegiate leadership conversation influenced the need for more effective and collaborative planning and opportunities linked to family learning at nursery. This aligns with school improvement agenda.
4. Self evaluation using HGIOELC 4 identified next steps as a focus for improvement.
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| **Main NIF Priority** | **Main NIF Driver(s)** | **HGIOS 4 QIs** | **Main Key Performance Indicator** |
| * Improvement in attainment, particularly
* Closing the gap
* Improvement in children’s health and well-being
 | * Assessment of children’s progress
* Parental Engagement
 | 2.5 Family Learning1.3 Leadership of change2.7 Partnerships  | 1.3 Leadership of change |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **September 2018** | **1 year** | **2 monthly** | **June 2018** |

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| **Outcomes**  | **Impact**  | **Measurement Plan** |
| **Short (Term 1 2018)**1. All educators will contribute to the Expectations Portfolio.
2. Environments will be enhanced
3. All educators will invest in the new planning format.
4. Key Obsessions Tracker introduced
 | * Impact on shared understanding from staff
* Impact on children being able to choose and access resources
* Impact of staff motivation for collective planning
* Deepened understanding of the socio-economic profile of our community
 | * Staff confidence before and after
* Observations recorded in e-learning journals
* Contribution of team evidenced in planning meetings.
* Forensic focus on extraordinary children (SIMD 1 and 2, PEF and care experiencing) in attendance, communication and achievement (participation)
 |
| **Medium (October – January 2019)**1. All educators will self evaluate with the Expectations.
2. Environments and planning will reflect children’s interests
3. Families and children will contribute to the planning (intended learning)
4. Next steps will be shared on e-learning journals Professional Learning planned to exemplify good practice on feedback
 | *Impact to be co-constructed with nursery team October 2018*  | *Measures to be co-constructed with nursery team October 2018*  |
| **Long ( Jan 2019 – August 2019)**1. All educators will benefit from a policy of expectations
2. Environment will be changed regularly
3. Assessment/benchmarking will be integral to planning
4. Next steps will be discussed with families
 | *Impact to be co-constructed with nursery team October 2018* | *Measures to be co-constructed with nursery team October 2018* |

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| **CHALLENGES (what might hinder success?)** | **SOLUTIONS**  |
| Changing context of the nursery  | Shared vision and values |