

# Redwell Primary School Improvement Plan



Session 2017/18



## Our Context

The school has continued to establish its new structures, staff team and ethos throughout the last two years. The current roll is 424 pupils with an additional 56/56 nursery class, with a mixed provision of pre and pre pre children in both sessions.

The building has been specifically designed to support dynamic and innovative learning and teaching, with state-of-the-art learning technology, as well as flexibility of learning spaces to promote creativity and achievement. Shared learning spaces, both indoors and outdoors, promote cross stage and class learning. All classes have direct access to the outdoors. The nursery is an integral part of the school's building to ensure smooth transitions and joined early level partnerships. The nursery has been specifically designed to enable children to access resources independently, and with confidence.

The school is situated on extensive grounds, utilising the natural environment which allow children to explore, play and learn together.

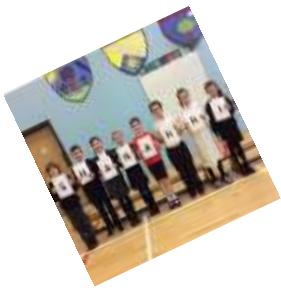
Redwell benefits from a number of wonderful assets including:

- Technologies that include LCD interactive screens, tablets and netbooks
- Flexible learning spaces within each learning wing
- Extensive grounds that include an amphitheatre, a trim trail, a pond and a purpose built MUGA (Multi Use Games Area)
- A large gym hall that can be used as two gym areas, as well as a whole school assembly/concert with bleacher seating
- A separate dining hall

High standards are expected of pupils and adults alike. Within the school community we aim to develop responsibility and independence, a feeling of pride and a sense of belonging.

We have identified the following Rights and Responsibilities that underpin our philosophy and practice, create a code of conduct and set values:

- We have the right to play and the responsibility to respect school property and equipment.
- We have the right to learn and the responsibility to come to school prepared and ready to learn.
- We have the right to be safe and happy and the responsibility to be kind and gentle to others.
- We have the right to be protected and accepted and the responsibility to co-operate and allow others to play.
- We have the right to be heard and express our opinions and the responsibility to listen and show respect



## Vision Statement

Within Redwell's learning community, we aspire to have an enriched, inclusive and nurturing ethos which enables everyone to achieve their full potential and become lifelong learners. We celebrate achievements and diversity with a sense of pride and respect.



## Curriculum Rationale

Our curriculum will ensure that our children become Confident, Responsible, Effective and Successful citizens of the future.



Subjects have clear progression pathways which ensure consistency, pace and challenge across learning providing a rich Broad General Education for all.



The Curriculum Topic Pathways ensure that learning is progressive through knowledge, understanding and skills and is tracked using curriculum benchmarks. They are designed to develop all children's knowledge and understanding of their role in society from our school, to our community of Alloa, to Scotland and the world. The framework also supports opportunities for flexibility, personalisation and choice and in response to topical issues and events.



There are clear threads that link through and across the topic pathways which enable pupils to make links, apply and progress their learning in different topic subjects.



Topics provide meaningful opportunities for children to apply and extend their knowledge and skills prior learning in Literacy, Maths and Numeracy. The cross cutting themes of Sustainability, Health and Wellbeing, Developing Our Young Workforce and Enterprise are also embedded within these topic pathways.



Redwell School Improvement Planning

2017 – 2020

Self-evaluation focus:

2017/2018	Evaluations	2018/2019	Evaluations	2019/2020	Evaluations
1.3: Leadership of change 2.2: Curriculum 2.3: Learning, Teaching and Assessment 3.1: Ensuring wellbeing, Inclusion and equality 3.2: Raising attainment and achievement	4 4 4 4 3	1.1. Self-evaluation for self- improvement 1.5: Management of resources to promote equity 2.4: Personalised Support 2.5: Family Learning		1.3: Leadership of change 2.2: Curriculum 2.3: Learning, Teaching and Assessment 3.1: Ensuring wellbeing, Inclusion and equality 3.2: Raising attainment and achievement	

School Improvement Plan:

National Improvement Framework	2017/2018	2018/2019	2019/2020
<ul style="list-style-type: none"> <li>Improvement in attainment in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in health and wellbeing</li> <li>Improvement in employability skills</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of curriculum</li> <li>Reading</li> <li>Outdoor learning</li> <li>Mental agility and problem solving in maths</li> <li>Community partnerships/DYW</li> <li>Nursery e Profiling</li> <li>Assessment and Moderation</li> </ul>	<ul style="list-style-type: none"> <li>Embedding the curriculum</li> <li>Profiling attainment/achievement</li> <li>Reading</li> <li>Outdoor learning</li> <li>Technology</li> <li>Embedding E profiling</li> <li>Moderation</li> </ul>	<ul style="list-style-type: none"> <li>Review curriculum</li> <li>Technology</li> <li>Develop Expressive Arts</li> <li>Moderation</li> </ul>

Pupil Equity Fund: £84,000

2017/2018	2018/2019	2019/2020
<ul style="list-style-type: none"> <li>Additional teacher</li> <li>1 Learning assistant</li> <li>18 Ipads</li> <li>6 laptops</li> <li>Outdoor learning training/resources</li> <li>Sumdog school license</li> <li>Theraplay training</li> </ul>	<ul style="list-style-type: none"> <li>Additional teacher</li> <li>1 learning assistant</li> <li>Sumdog school license</li> <li>Financial education</li> <li>Family learning</li> </ul>	<ul style="list-style-type: none"> <li>Additional teacher</li> <li>1 learning assistant</li> <li>Outdoor learning training</li> <li>Sumdog school license</li> </ul>

## ACTION PLAN: LITERACY

Cluster/School <b>Alloa Academy Cluster/Redwell PS</b>		Total PEF Allocation <b>£ 33,171 total cluster funds for LIFT</b> <b>£22,805 from school PEF</b>	Links to SAC
Headteacher/Manager Kay Strang	Accountable Person <b>Gillian Hamilton</b>	Improving Outcomes Manager <b>Cathy Quinn</b>	RAG status

### Outcome (transformational): Alloa Cluster

From a baseline established in June 2017, at least a 10% increase annually of all children in the Alloa cluster on track within their literacy CfE level, with at least a 15% increase annually of children on SIMD 1 or 2 or in receipt of free school meals.

### Proposed Interventions: Alloa Cluster

1. Participate in the Clacks Reading Project to improve the learning and teaching of reading, using consistent approaches within and across the Alloa Cluster schools
2. Work with the Speech and Language service over a 3 year period to implement their LIFT project across all nurseries in the Alloa cluster. Year 1: Redwell, Sunnyside, ABC Year 2: Park

### Rationale for this proposal: Alloa Cluster *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?*

1. This is a cluster proposal based on an analysis of cluster CfE levels, N4 to Higher attainment, NGRT and INCAS data which indicates below target attainment in the areas of listening and talking, close reading, writing and vocabulary levels within our nurseries, primaries and high school.
2. Across Clacks there is a significant vocabulary gap for children within nurseries. We recognise the importance and need for family partnership and sustained early intervention approaches to improve attainment within literacy.

## Outcome (transformational): Redwell PS

- Improved attainment in reading and writing with a focus on authentic learning experiences in promoting our literacy rich learning environment, both indoors and outdoors.
- Increase staff skill in teaching reading, outdoor learning and moderation
- Develop a consistent approach to Assessment and Moderation across the school

## Proposed Interventions: Redwell PS

- All teachers to implement use of Literacy Progression pathways, with Benchmarks
- Identify groups/year group for reading focus/interventions as part of progress and attainment meetings.
- Develop consistency in teaching of writing across the school – CLPL and PTs collaborative working with class teachers
- Outdoor learning with a focus on Literacy
- Develop an Assessment and Moderation Framework for Redwell PS **ACTION PLAN**
- Further develop Read,Write,Inc into P2 and targeted Fresh Start input for individuals/small groups in upper stages
- Participate in the Clacks Reading programme
- Participate in the LIFT programme to support early literacy (SpLTh) – Nursery **ACTION PLAN**
- Develop expertise in observing and recording learning using E-Profiles – Nursery **ACTION PLAN**

## Rationale for this proposal: Redwell PS *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?*

### REDWELL:

Teacher Professional Judgements shows that 76% of children are achieving national expectations within reading and 63% for writing. This is part of a wider Cluster and Authority priority for raising attainment.

We have extensive grounds that are currently underutilised and developing them as a literacy rich environment will support vocabulary acquisition and learning through play.

NIF Priority	NIF Driver(s)	HGIOS4 QIs
To improve attainment in literacy	<b>1. Teacher Professionalism</b>	<b>1.3 Leadership of change</b>
To close the attainment gap between the least and most advantaged children/young people	<b>2. School Leadership</b>	<b>2.3 Planning, Teaching and Assessment</b>
	<b>3. Parental Engagement</b>	<b>3.1 Ensuring well-being, equity and Inclusion</b>
	<b>4. Assessment of children's progress</b>	<b>3.2 Raising Attainment and Achievement</b>
	<b>5. School Improvement</b>	
	<b>6. Performance Information</b>	

## ACTION PLAN: NUMERACY

Cluster/School <b>Alloa Academy Cluster/Redwell PS</b>		Total PEF Allocation <b>£1975 from school PEF</b>	Links to SAC
Headteacher/Manager <b>Kay Strang</b>	Accountable Person <b>Gillian Hamilton</b>	Improving Outcomes Manager <b>Cathy Quinn</b>	RAG status

### Outcome (transformational): Alloa Cluster

Develop a consistent approach to high quality learning and teaching of numeracy across the learning community so that there will be a 10% annual increase in the number of children/young people achieving CfE levels in numeracy across the learning community.

### Proposed Interventions: Alloa Cluster

Implementation of Local Authority guidance on teaching of numeracy through:

- Cluster level CLPL delivered by Curriculum Support Team. ('Making Sense of Number', Growth Mindset in numeracy, AfL in numeracy)
- Collaboration and moderation of planning and practice across the cluster
- Teachers engage in Action Research on different aspects of numeracy.
- Effective use of IT across the cluster

### Rationale for this proposal: Alloa Cluster *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?*

Within the Alloa Cluster, 25% of children from catchment area living in SIMD 1 and 2 achieve 2<sup>nd</sup> level by the end of Primary School.

60% of children living in SIMD 1 and 2 have a standardised score of below 85 in General Maths and 65% of children in mental maths



## Outcome (transformational): Redwell PS

- Improved attainment in numeracy and maths with a focus on authentic learning experiences in both indoors and outdoors.
- Increase staff skill in teaching mental agility and problem solving, outdoor learning and moderation
- Increased parental engagement through the use of Sumdog
- Develop a consistent approach to Assessment and Moderation across the school

## Proposed Interventions: Redwell PS

- All teachers to implement use of Numeracy Progression pathways, with Benchmarks
- All teachers to implement Sumdog as a partnership link with parents a part of homework
- Identify groups/year group for reading focus/interventions as part of progress and attainment meetings.
- Develop teaching of maths across the school - CLPL and PTs collaborative working with class teachers
- Develop mental agility and problem solving skills across the school
- Establish a working an Assessment and Moderation Team to develop Redwell Framework
- Develop expertise in observing and recording learning using E-Profiles – Nursery **ACTION PLAN**

## Rationale for this proposal: Redwell PS *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?*

### REDWELL:

Teacher Professional Judgements shows that 67% of children are achieving national expectations within maths/numeracy. This is part of a wider Cluster and Authority priority for raising attainment.

We have extensive grounds that are currently underutilised and developing them as a numeracy rich environment will support mindfulness and promote learning through play

NIF Priority	NIF Driver(s)	HGIOS4 QIs
<p>To improve attainment in numeracy</p> <p>To close the attainment gap between the least and most advantaged children/young people</p>	<p>1. Teacher Professionalism</p> <p>2. School Leadership</p> <p>4. Assessment of children's progress</p> <p>5. School Improvement</p>	<p>1.3 Leadership of change</p> <p>2.3 Planning, Teaching and Assessment</p> <p>3.1 Ensuring well-being, equity and Inclusion</p> <p>3.2 Raising Attainment and Achievement</p>



# ACTION PLAN: HEALTH AND WELLBEING

Cluster/School		Total PEF Allocation	Links to SAC
Alloa Academy Cluster/Redwell PS		£4100 from school PEF	
Headteacher/Manager	Accountable Person	Improving Outcomes Manager	RAG status
Kay Strang	Sarah Ainsley	Cathy Quinn	

## Outcome (transformational): Redwell PS

- Teachers will be confident in using the new HWB Progression pathways to track children's progress
- Children to have an increased resilience and readiness to learn
- Increased confidence and skill in delivering PE curriculum
- Increased community and parental engagement

## Proposed Interventions: Redwell PS ACTION PLAN

- All teachers to familiarise and start to implement The HWB Progression pathways, with Benchmarks
- Develop the outdoor environment to enhance learning experiences
- Improve 2 hours of quality PE, by coaching and mentoring by PE team
- Developing an Intergenerational Community Partnership
- Refresh resources to support teaching of RSHP
- Extend opportunities for more variety in school clubs, increase volunteers and community partners

## Rationale for this proposal: Redwell PS *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?*

We need to ensure that learning within HWB is progressive and builds on prior learning, which will be embedded within our Curriculum

Parental and community engagement needs to be improved and embedded within our core curriculum to enhance experiences and make more explicit links to the wider community

NIF Priority	NIF Driver(s)	HGIOS4 QIs
To close the attainment gap between the least and most advantaged children/young people	1. Teacher Professionalism 2. School Leadership 4. Assessment of children's progress 5. School Improvement	1.3 Leadership of change 2.3 Planning, Teaching and Assessment 3.1 Ensuring well-being, equity and Inclusion 3.2 Raising Attainment and Achievement

# ACTION PLAN: DEVELOPING YOUNG WORKFORCE

Cluster/School <b>Alloa Academy Cluster/Redwell PS</b>		Total PEF Allocation <b>£0 from school PEF</b>	Links to SAC
Headteacher/Manager <b>Kay Strang</b>	Accountable Person <b>Cassie Hallahan</b>	Improving Outcomes Manager <b>Cathy Quinn</b>	RAG status

## Outcome (transformational): Redwell PS

- Increased leadership opportunities for children linking to world of work and skills
- Develop community and parent partnerships to enhance learning experiences
- Embed skills and DYW outcomes within the curriculum to ensure progression

## Proposed Interventions: Redwell PS ACTION PLAN

- Review current leadership roles and opportunities for pupil voice within school life
- Develop a Pupil Improvement Plan in partnership with a Pupil Council
- Review curriculum and identify links with community partners/parents
- Develop link between pupil leadership roles and the curriculum

## Rationale for this proposal: Redwell PS *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?*

We recognise the importance of children taking leadership roles in school developments and contributing to the wider life of the school.

Parental and community engagement needs to be improved and embedded within our core curriculum

NIF Priority	NIF Driver(s)	HGIOS4 QIs
<p>To close the attainment gap between the least and most advantaged children/young people</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<ol style="list-style-type: none"> <li>1. Teacher Professionalism</li> <li>2. School Leadership</li> <li>4. Assessment of children's progress</li> <li>5. School Improvement</li> </ol>	<ol style="list-style-type: none"> <li>1.3 Leadership of change</li> <li>2.3 Planning, Teaching and Assessment</li> <li>3.1 Ensuring well-being, equity and Inclusion</li> <li>3.2 Raising Attainment and Achievement</li> </ol>