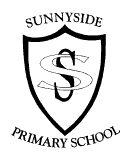
Standards, Quality and Improvement Plan

Sunnyside Primary School

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Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

**Context Of The School**

Sunnyside Primary School is a non-denominational school built in 1894, with an extension built in 1998 and which situated close to the centre of Alloa, Clackmannanshire. The school is one of three Primary Schools serving Alloa Town Centre and is part of the Alloa Academy Learning Community. Our catchment area comprises a broad social-economic mix.

Sunnyside Primary School is a two-story building set in a highly built up area, surrounded by houses and consists of 15 classrooms, Nurture Classroom (the Pod), Nursery, Support for Learning base, Library, Gym Hall, Dining Hall and a range of offices. Each classroom is well-equipped with an interactive whiteboard, netbooks, pcs and i-Pads.

The current primary roll is 354 and we have a nursery roll of 67. There are 15 class teachers, two part-time EAL teachers, a full-time PE teacher and a part-time PE teacher to deliver 2 hours of quality PE per week and to support class teachers’ reduced class contact. The school is led and managed by the Head Teacher, Acting Depute Head Teacher, 2 Principal Teachers and 2 Acting Principal Teachers. There are part-time specialist teachers for Chanter, Violin and Brass. The school has an early years’ senior, 4 early years’ workers, an early years’ assistant and 15 support staff working across the school to support the pupils and teachers.

There have been significant changes to the leadership team staffing during this session – both the Head Teacher and Depute Head Teacher moved to new positions, an Acting Head Teacher took up post in August with the substantive Head Teacher taking up post in January. This resulted in 2 new acting Principal Teacher positions which took effect from August 2018. Two newly qualified teachers have been employed for their probationary year. Throughout the session 3 new learning assistants were employed.

At Sunnyside Primary School, we believe in inclusion and that everyone is equal. We believe that every child should have the opportunity to learn, to try new things, to make mistakes, to be able to learn from them and to be successful.

We should be respectful to each other.

We should try to keep healthy and fit.

Everyone has a voice and our opinions should be respected and heard.

We have the right to feel safe at school and should be able to ask for help and know that we will receive it. Bullying, of any kind, is not allowed and will have consequences.

We believe in good sportsmanship and being good ambassadors for the school.

Our Values

* Respect,
* Equality and Inclusion
* Honesty and Manners
* Kindness and Helpfulness
* Learning and Hard Work
* Resilience, Confidence
* And … Fun!

The Scottish Index of Multiple Deprivation highlights that 43.22% of our families live in deciles 1 & 2 and 24.29% are in receipt of Free School Meals. Therefore, it is important to recognise the differences of opportunity and the challenges that result. 5.37% of our pupils have English as an Additional Language and 42% receive support for learning in some format or other (62% of these pupils are identified as living in deciles 1 and 2 or in receipts of Free School Meals).

Statistics highlight that in primaries 1, 4 and 7, there is an attainment gap within all areas of Literacy and Numeracy, between the children living in deciles 1 & 2 and all other deciles. The Scottish Government allocated £150 000 to Sunnyside Primary School for session 2017/18 in order to allow us to tackle this gap. Next session (2018/19) we have been allocated £135 000 to support us to reduce the poverty related attainment gap – dialogue regarding impact will follow in this document.

We have decided to amend and refocus our PEF priorities to ensure that they are more closely aligned to the school improvement agenda and to address the reduction in funding.

* As part of our collegiate working with Alloa Learning Community we aim to continue to engage with Speech and Language service to deliver the LIFT project (£8100).
* As a school we aim to ensure consistency in high quality learning and teaching with a particular focus upon monitoring, supporting and challenging teachers in their practice across the whole school, especially regarding pace and challenge in literacy and numeracy for those children in SIMD 1 & 2. We will vire PEF monies to allow for a full-time Support for Learning Teacher (0.2 FTE - £9649) and also employ a Depute Head Teacher with a particular focus upon Learning, Teaching and Assessment (£62432). We will also continue to employ a Learning Assistant to support this work (£15680).
* To enhance parental engagement and to develop family learning programmes, we will continue to employ a Family Support Worker who will work alongside the Depute Head Teacher (PEF) and parents to lead this point (£29104). The impact of this focus will be to continue to improve attendance, late-coming and exclusion statistics and for a greater number of families, who do not normally engage with school, to start to engage and feel more able to support their children’s learning.

Review of Progress for session: 2017 – 2018

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| **School Priority 1: LIFT (Learning is Fun Together)** | |
| NIF Priority  To improve attainment in literacy  To close the attainment gap between the least and most advantaged children/young people  NIF Driver   * Teacher Professionalism * School Leadership * Parental Engagement * Assessment of children’s progress * School Improvement * Performance Information | **HGIOS4/HGIOELC QIs/Identified Themes**  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 |
| **Progress and impact:**  This is the first year of a three year project working with Speech and Language colleagues to:   * Improve the spoken language skills for all children regardless of their socio-economic background * Develop an excellent visual environment within the nursery * Improve the skills and confidence of nursery educators in using evidence based interventions to improve spoken language skills including children with specific communication needs * Improve skills, knowledge and confidence of parents and carers in improving the spoken language skills of their children   All Early Years’ staff have undergone training in the different aspects of this project. Confidence was low initially however with support from a dedicated therapist, who has worked alongside the team, there is evidence to highlight that this training is having direct impact upon professional development and practice and in turn has improved the quality of interactions in all areas with children.  26 pre-school children were assessed using the Word Finding Vocabulary Test and the Renfrew Action Picture Test; the scores were analysed by comparison with average scores expected for their age group. This highlighted that 81% of these children would be starting school without the language skills they require to succeed. A sample of 16 three year olds were also assessed, only 28% of these children had the language skills that were expected for a child of their age.  Unfortunately there due to staffing difficulties there the start of this project was delayed. Follow on assessments have still to be completed therefore we have no ‘hard’ data evidence to indicate specific improvements however observations of children’s progress have highlighted a positive impact on their spoken language skills.  We are still at the very early stages of parent work in this area, however parents who have attended information sessions and a Play and Stay day have commented positively on the project. Further work with parents will take place in Year 2. | |
| Next Steps:   * Continue to participate in project through the implementation of Year 2 with a particular focus on engaging with parents and carers (priority 2) | |

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| **School Priority 2: Developing Young Workforce** | |
| NIF Priority  Improvement in employability skills and sustained, positive school leaver destinations for all young people.  NIF Driver   * School Improvement * School Leadership * Assessment of Children’s Progress * Parental Engagement | **HGIOS4/HGIOELC QIs/Identified Themes**  1.1 leadership of change.  1.2 Leadership of learning.  1.4 Leadership and management of staff  2.2 Curriculum  2.7 Partnerships  3.2 Raising Attainment and Achievement  3.3 Increasing creativity and employability |
| **Progress and impact:**  IT resources were audited and substantial resources purchased to enhance learning and teaching and the quality of children’s learning experiences. Class teachers engaged in CLPL activities relating to the effective use of these new resources and also relating to Twitter and our new school website. The relaunching of the school website and Twitter have supported an increase in parental engagement. Our social media followers have exponentially increased to over 600 and our new school website has had over 18,900 views since September 2017. Parents and children can track and engage with what is happening in school, and access homework through the school website.  New IDL/ skills planning formats have been agreed and are aiding class teachers’ confidence and ability in creating effective, challenging and creative learning experiences for children, and programmes of work to support the teaching of Developing the Young Workforce skills and Digital Literacy (CODING), are ensuring effective progression in these areas. This has led to consistency across the whole school in planning and clarity of expectations for all.  Children have discussed and experienced how the World of Work links to school learning with STEM ambassadors and parent visits. They have accessed the SDS website and JED to allow them to identify the skills, attributes and qualities required for occupations and also to identify job roles and niches. Primary 7 have engaged with Alloa Academy and Alloa College to further improve their understanding of World of Work learning pathways. E-portfolios have been used in primary 6 and 7 to support the recording of their skills and how these link with the World of Work. This has all led to a significant increase in children’s awareness of STEM careers and a much-increased prominence of the World of Work across the whole school. Children are now able to identify a greater variety of roles/ occupations.  Social media and internet safety awareness continues to be a priority across the whole school and children routinely experience learning activities to highlight the strengths and dangers of social media and the internet. NSPCC resources have been used to enhance parental awareness and understanding. This work needs to continue however as whilst children can effectively identify and describe the risks, there continue to be incidents where they don’t take recognisance of this learning in their everyday lives. | |
| Next Steps:   * Increase in staff confidence with all areas of DYW through use of pathways, resources, integrated practice, external partners and parents (priority 5) * Continue to build staff confidence in effectively using digital resources to enhance learning and teaching (priority 5) | |

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| **School Priority 3: Improve Reading Attainment** | |
| NIF Priority  To improve attainment in literacy  To close the attainment gap between the least and most advantaged children/young people  NIF Driver   * Teacher Professionalism * School Leadership * Parental Engagement * Assessment of children’s progress * School Improvement * Performance Information | **HGIOS4/HGIOELC QIs/Identified Themes**  1.3 Leadership of change  2.3 Planning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Progress and impact:**  In order to raise the profile of reading and the skills children need to develop to become confident and competent readers, the school is participating in an authority-wide initiative in consultation with Professor Sue Ellis. All staff have engaged in CLPL in strategies to enhance children’s learning experiences in reading and reading engagement. Class teachers were able to pilot strategies within their classrooms however almost all chose to establish a more inviting reading area within their classrooms, introduce ‘book blessings’ and establishing more regular reading sessions by introducing class novels. Reading has a much higher profile across the school and children have been given the opportunity to experience new authors and genres of text.  The use of the school library was audited and in consultation with staff, children and parents, the library area was revamped. Children now feel that the library space is more welcoming and report that they enjoy working in there. Staff and children now take more ownership of the library, supporting displays and suggesting improvements.  Significant resources to enhance reading experiences have been purchased to ensure high interest and children are now choosing to read books that have been recommended to them.  The profile of picture books has been raised through cross stage paired reading sessions. These sessions help to develop children’s reading skills, improve their questioning skills and have encouraged reciprocal teaching/modelling of expression and understanding.  Fresh Start was piloted with a small group of children who were working below expected levels for reading. Whilst these children made progress it was felt that this was not significant to allow for this initiative to continue. These children are now working on individual and small group programmes of work and are making good progress.  To ensure consistency of the teaching of phonics, Read Write inc was rolled out across primaries 1 – 3 as a core reading scheme. All class teachers attended training alongside PEF funded learning assistants. The children were set in groups across all 3 stages. This allowed for children’s progress to be monitored very closely and where necessary additional 1:1 tutoring sessions were provided to ensure that they make the best possible progress. Children from deciles 1 & 2 were prioritised for additional support, but not to the exclusion of other children who were experiencing difficulty.  Teacher Professional Judgements data highlights that children are not making progress that we would have hoped. It is felt that the data from session 2016/17 is not as robust as session 2017/18 and that teachers are now more confident and realistic in what achieving a level looks like. This is an area for priority for next session to ensure clarity and consistency across the whole school. | |
| Next Steps:   * Continue to increase teacher confidence in planning and delivering effective reading lessons and activities within the classroom (priority 1) * Develop confidence and consistency of TPJ across the school (priority ) * Further improve opportunities and motivation for children in reading (priority 1) * Raise attainment in reading and narrow the poverty related attainment gap (priority 1) | |

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| **School Priority 4: Improve Numeracy Attainment** | |
| NIF Priority  To improve attainment in numeracy  To close the attainment gap between the least and most advantaged children/young people  NIF Driver   * Teacher Professionalism * School Leadership * Parental Engagement * Assessment of children’s progress * School Improvement * Performance Information | **HGIOS4/HGIOELC QIs/Identified Themes**  1.3 Leadership of change  2.3 Planning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Progress and impact:**  To improve teacher confidence is planning and teaching quality numeracy learning experiences across the whole school, CLPL activities led by the Improving Outcomes Principal Teacher and Numeracy Leaders, were carried out across the year, in particular considering what makes an excellent numeracy lesson, pace, challenge and Maths Recovery.  The structure of the week was reviewed and expectations set to ensure that children are being taught numeracy and maths more often and for longer each week.  Planning and tracking documents were reviewed and revised to ensure a more comprehensive and consistent approach across the whole school.  High quality resources have been purchased and staff have been trained in their effective use. Class sets of core resources have been allocated to each class so that they are available when required and sets of iPads are available in each class to ensure IT can enhance the learning experiences. In some classes IT is being used effectively; regular CLPL support is available to improve teacher confidence in its effective use.  ‘Learn Its’ homework activities were developed to support the reinforcement of addition/ multiplication strategies. Support from parents and carers has been varied however and further work with parents and carers is required.  The introduction of phase assessments and ‘hinge’ questions has allowed for greater consistency across the Learning Community in identifying gaps and helping to inform professional judgement of attainment of a lesson. Work on holistic assessments needs to be carried out.  The school participated in a cluster wide project in collaboration with the Winning Scotland Foundation considering Growth Mindset in numeracy and maths. CLPL was delivered to all teaching staff and teachers decided on a started own project. This initiative is still in its infancy and therefore no data re impact is available at this time although teachers report that children’s resilience when completing numeracy/ maths learning has improved.  All these initiatives have led to staff becoming more confident and children have a greater opportunity to learn new skills and concepts and to reinforce and practise existing ones. There is now a greater focus upon pace and challenge. The use of ‘pre’ and ‘post’ hinge questions allows for fluidity in groups throughout each numeracy and maths concepts and has resulted in children learning at a level appropriate to the individual for each concept. Children’s motivation to learning in numeracy and maths is improving as the quality of learning experiences improve.  Sumdog data (IT) highlights that 75% of children working at Early Level made a gain, 86% of children working at First Level and 100% of children working at Second Level made gains from their diagnostic results to their currently level. Teacher Professional Judgements at P1, P4 and P7 highlight an improving picture – 6%, 16% and 16% respectively however the attainment gap at P1 and P4 has increased by 10% and 7% respectively. In P7 however the attainment gap has reduced by 23%. | |
| Next Steps:   * Continue to increase teacher confidence in planning and delivering effective numeracy lessons and activities within the classroom (priority 1) * Further improve opportunities and motivation for children in numeracy (priority 1) * Raise attainment in numeracy and narrow the poverty related attainment gap (priority 1) | |

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| **School Priority 5: Playground Development** | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver   * School Improvement * Pupil Voice | **HGIOS4/HGIOELC QIs/Identified Themes**  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability |
| **Progress and impact:**  In consultation/collaboration with our School Educational Psychologist a Force Field Analysis was undertaken to evaluate Sunnyside Primary School’s Playground. This highlighted a   * desire from pupils, parents and staff to develop and improve our outdoor environment * need to provide a range of regulatory activities in the playground for all pupils in order for them to return to class ‘ready to learn’ * desire to use NME principles to have pupils meaningfully engaged in play in the playground * need to support development of staff skills set of loose play and learning through play * desire to improve staff confidence in using the playground for active learning   Children were consulted (through the pupil playground committee) on what activities or resources they would like to have in the playground and plans put in place. However due to issues with procurement, the proposed sand-pit could not go ahead and issues with the low quality of the playground surface, the daily mile markings could not be installed.  Loose parts play has been introduced for children to engage with during breaks, and teachers have all received training in how this can support the delivery of the curriculum in a creative manner. Grounds for Learning organisation have delivered sessions on Outdoor learning and teachers are currently reflecting on how this can be embedded within their practice. Staff now feel more confident in using parts both with regards to risk and practical teaching ideas.  Climbing boulders were installed in the playground and have proved very popular. Children rate the boulders as having a positive impact of their behaviour and readiness to learn. Staff attitudes towards the boulders have improved through support from the senior leadership team and the sharing of the Risks Benefits Assessments.  Quiet Areas were set up in both the infant and upper playgrounds and these have provided a safe, quiet space for pupils to use for a variety of reasons. This area will be further enhanced through the addition of calming music.  A mud kitchen has been installed in the infant playground to allow children is engage in meaningful, creative and imaginative play. This has proved extremely popular.  To allow the children to roll, jump and perform gymnastics in a safe space, a soft surface gymnastics area was installed. Again, this area have proved extremely popular during all breaks.  Children are now returning to class ‘ready to learn’ after an enjoyable break or lunch. Data highlights very little difference between SIMD 1 & 2 compared with SIMD 8. Analysis of data shows:   * A 6% increase in the number of pupils engaged in meaningful play * A reduction in the number of times play has to be redirected in the playground from median 11.5 to 4 * 48.9% of selected pupils show an increase in readiness to learn from before lunch to after lunch * 9 out of 11 staff members playground confidence has improved * Pupils and staff have rated the developments as having a positive impact on playtimes & given valuable feedback on how to improve the playground further * A reduction from 5 to 1 lunch clubs needed for pupils who find it too difficult to be in the playground | |
| Next Steps:   * Continue to embed outdoor learning to enhance learning experiences across the school wherever possible (priority 6a) * Continue to develop playground in line with NME principles (priority 6a) | |

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| **School Priority 6: Readiness to Learn** | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver   * Teacher Professionalism * School Improvement * Parental Involvement | **HGIOS4/HGIOELC QIs/Identified Themes**  2.4 Personalised Support  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion |
| **Progress and impact:**  Children were identified for counselling by class teachers and through parental requests for support. Priority was given to children who were in SIMD 1 & 2 and in receipt of Free School Meals. Teachers and parents were given the opportunity to attend briefing sessions with the counsellor and completed SDQ questionnaires pre and post counselling.  In total, 9 children received counselling over the session, 1 of whom completed an extension period. 60% of children showed an improvement in CORS scores during the sessions and one child had made significant progress and was taken off staged intervention. One child’s teacher reported a significant deterioration in the child’s behaviour in the classroom and there was a drop in their SDQ scores. Feedback from teachers and parents was too limited to be statistically significant.  All teaching staff underwent CLPL activities in NME strategies. Resources to support the implementation on these strategies were purchased. Most teachers feel that they have the knowledge and understanding to implement NME principles within the classroom and are confident in teaching and using NME strategies to support children in self-regulation. Observations highlight that children are beginning to use these strategies and resources to self-regulate and enter a state of ‘readiness to learn’. This initiative was delayed in implementation and therefore all impact evidence is anecdotal at present. Full impact will be measured in the new session. | |
| Next Steps:   * Further embed NME principles and strategies across the whole school (priority 6b) * Develop programme of work to support children’s ability to build resilience skills (priority 6e) * Develop programme of work to support children’s ability to identify and discuss emotions (priority 6d) | |

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| **School Priority 7: Attendance, Pupil & Parental Engagement** | |
| NIF Priority  Improvement in children and young people’s health and wellbeing, attendance and lateness  NIF Driver   * Support Worker * School Improvement * Parental Engagement | **HGIOS4/HGIOELC QIs/Identified Themes**  2.4 Personalised Support  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion |
| **Progress and impact:**  Sunnyside has a high percentage of pupils with attendance and late issues. A support worker was employed to work with parents to target late-coming and poor attendance by suggesting strategies and supports that can be put in place. Phone calls, letters and home visits were made to highlight the importance of attendance in school and families were challenged and supported to building morning routines that allow children to be in school on time. This has resulted in a 49% improvement in attendance for those children attending below 95%. However 33% of children still attend less than 95% of the time and therefore this work needs to continue.  There is a general improvement in late-coming with a reduction of 34% of children now being late compared to baseline measurements.  Children have been identified through review meetings and teacher feedback to receive targeted individual and group work to help them better manage their emotions, to develop resilience skills and enhance their readiness for learning. Pupil engagement has been mixed and the programmes have been adapted to suit pupil preferences. This has resulted in less disruptions in classes. | |
| Next Steps:   * Continue to improve attendance and late-coming statistics to ensure all children “Attend Today – Achieve Tomorrow” (priority 6c) * Develop parental engagement and family learning activities (priority 6c) | |

**Self-Evaluation 2016 – 2017**

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|  | **Quality Indicator** | **School Self – Evaluation**  **2017 - 18** | **Inspection Evaluation**  (If during 2017 - 18) |
|  | What is our capacity for continuous improvement? | 2 |  |
| 1.3 | Leadership Of Change | 2 |  |
| 2.3 | Learning, Teaching And Assessment | 2 |  |
| 3.1 | Ensuring Wellbeing, Equity And Inclusion | 3 |  |
| 3.2 | Raising Attainment And Achievement | 2 |  |
| 2.2 | Curriculum – Learning Pathways | 2 |  |
| 2.7 | Partnerships | 3 |  |

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|  | **Quality Indicator** | **Nursery Self – Evaluation**  **2016 - 17** | **Inspection Evaluation**  (If during 2017 - 18) |
|  | What is our capacity for continuous improvement? | 3 |  |
| 1.3 | Leadership Of Change | 2 |  |
| 2.3 | Learning, Teaching And Assessment | 3 |  |
| 3.1 | Ensuring Wellbeing, Equity And Inclusion | 4 |  |
| 3.2 | Securing Children’s Progress | 3 |  |
| 2.2 | Curriculum – Learning Pathways | 4 |  |
| 2.7 | Partnerships | 4 |  |

**2016 – 2020 School Self Evaluation/Plan for QI Engagement**

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| QI | | 2017 - 18 | 2018 - 19 | 2019 - 20 | 2020 - 21 | Comments |
| 1.1 | Self-Evaluation for Self-Improvement | √ |  |  |  | More robust self-evaluation techniques required |
| 1.2 | Leadership of Learning | √ |  |  |  | New SLT team |
| **1.3** | **Leadership of Change** | √ |  |  |  | New SLT team |
| 1.4 | Leadership and Management of Staff |  |  |  |  |  |
| 1.5 | Management of Resources To Promote Equity | √ |  |  |  | Continue to target reduction in poverty attainment gap |
|  | **Leadership And Management Overall** |  | √ | √ | √ |  |
| 2.1 | Safeguarding and Child Protection |  | √ |  | √ | More robust record-keeping |
| 2.2 | Curriculum | √ | √ | √ | √ |  |
| **2.3** | **Learning, Teaching and Assessment** | √ | √ | √ | √ |  |
| 2.4 | Personalised Support | √ | √ |  |  |  |
| 2.5 | Family Learning |  | √ | √ | √ |  |
| 2.6 | Transitions |  |  | √ |  |  |
| 2.7 | Partnerships | √ | √ |  |  |  |
|  | **Learning Provision Overall** |  |  |  |  |  |
| **3.1** | **Ensuring Wellbeing, Equality and Inclusion** | √ | √ | √ | √ | Continue to target reduction in poverty attainment gap |
| **3.2** | **Raising Attainment and Achievement** | √ | √ | √ | √ | Moe robust tracking and moderation of attainment and achievement |
| 3.3 | Increasing Creativity and Employability | √ | √ | √ | √ |  |
|  | **Successes and Achievements Overall** |  | √ | √ | √ | More robust tracking of wider achievements |

Improvement Plan for session: 2018 - 2019

Cluster Improvement Plan:

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| **ACTION PLAN**  **2018/2019** | | |
| **Cluster/School /Centre Team**  **Alloa Cluster** | **Total PEF Allocation:**  **£76045.97 (school – priorities 1,3 & 4)**  **£33171 – cluster (school – 8224 – priority 3)** | **Links to SAC**  **Universal from SAC** |
| **Headteacher/Manager**  **Denise Penman** | **Accountable Person**  **Emma Cuthbert**  **Janette Gentleman**  **Denise Penman** | **Improving Outcomes Manager**  **C Quinn** |

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| **Proposed Intervention** *(What you are planning to do?)* |
| As a cluster we will improve attainment in literacy through Teacher professionalism, learning and teaching pedagogy, assessment, within contextually adapted environments to raise attainment and reduce the poverty related attainment gap.  With a focus this session on:     1. **Clackmannanshire Reading Project** - To continue to engage with the Clackmannanshire Reading Project (inked to SAC). Redwell PS, Park PS and Sunnyside PS - Cohort 1. St Mungos RC PS– Cohort 2. 2. **LIFT Project** - To continue to engage with Speech and Language service to deliver the LIFT project (Year 2 –PEF). Redwell PS, Sunnyside PS and ABC Nursery are year 1. Park PS are year 2. 3. **Improving Pedagogy and Equity** - Engage with the Tapestry and ‘Education Scotland - Moderation Cycle’ to ensure that Learning Intentions reflect standards in the E’s and O’s and that the Success Criteria are clear, relevant and measurable. Further engagement with the Tapestry to enhance teacher professionalism and pedagogy to ensure consistency high quality learning and teaching across the cluster. 4. **Moderation** -Engage with the Tapestry and ‘Education Scotland - Moderation Cycle’ to ensure that the standards within the E’s and O’s are regularly used and that Benchmarks are used to moderate learners progress. |
| **Rationale for this proposal**  (Why are you doing this? What does look like now? what do you want to achieve? What evidence do you have that this intervention is required? Who has been consulted?) |
| 1. **Clackmannanshire Reading Project –** To have a common approach to improve the reading abilities of our children. Attainment data across the cluster in relation to reading (NGRT and SNSA) will be measured to track progress. 2. **LIFT Project –** In the Alloa Cluster 46% of pre-school children (Jan 2018) are below their age equivalent on standardised measures for expressive language. Also, 58% of pre-school children are below their age equivalent for spoken language. 72 % of adult-child interactions are either directive or questioning instead of child led commentating, describing and interpreting.   3 and 4 **Improving Pedagogy and Equity/ Moderation –** To engage with Dylan Wiliam - Tapestry to ensure there is consistency in high quality pedagogy. This will take place across the cluster and wider Authority. We will develop a shared understanding of the standards and expectations. There is currently inconsistency across the Alloa Cluster in relation to the use of AIFL.  Heads of Establishment, Parents and Educational Psychologist have been consulted.   1. **Clackmannanshire Reading Project –** To have a common approach to improve the reading abilities of our children. Attainment data across the cluster in relation to reading (NGRT and SNSA) will be measured to track progress with current P2s and P5s tracked towards the end of their next CfE Level in 2020. Currently, on average across the Alloa cluster 85% of P1s are predicted to have achieved their expected level in Reading (TPJ June 2018), 75% of P4s, 67% of P7s and 58% of S3s. 2. **LIFT Project –** In the Alloa Cluster 46% of pre-school children (Jan 2018) are below their age equivalent on standardised measures for expressive language. Also, 58% of pre-school children are below their age equivalent for spoken language. 72 % of adult-child interactions are either directive or questioning instead of child led commentating, describing and interpreting. 3. **and 4. Improving Pedagogy and Equity/Moderation –** To engage with Dylan Wiliam - Tapestry to ensure there is consistency in high quality pedagogy. This will take place across the cluster and wider Authority. We will develop a shared understanding of the standards and expectations. There is currently inconsistency across the Alloa Cluster in relation to the use of AIFL. |

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| **Main NIF Priority** | **Main NIF Driver(s)** | **HGIOS 4 QIs** | **Main Key Performance Indicator** |
| To improve attainment in literacy   * To close the attainment gap between the least and most advantaged children/young people | 1. Teacher Professionalism  2. School Leadership  3. Parental Engagement  4. Assessment of children’s progress  5. School Improvement  6. Performance Information | 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 | Percentage of children achieving Early Years milestones  Percentage of young people achieving at SCQF Levels in English and Maths  Percentage of children achieving expected levels of CfE |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **Aug 2018** | **10 months** | **Monthly at Cluster Meetings** | **June 2019 (for this phase)** |

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| **Outcomes**  *(What do you want to achieve and by when – e.g. short, medium and long term goals? Who will benefit in terms of skills, attitudes and knowledge?)* | **Impact**  *There may be initial impact for staff but ultimately must impact on children and young people? Long term impact on key performance indicators?* | **Measurement Plan**  *What evidence will you be gathering to measure impact?* |
| **Short (Aug-Oct 2018)**   1. **Clackmannanshire Reading Project -** Staff will have a greater understanding of the influencing factors that impact on Reading. 2. **LIFT** - Data from cohort 1 (17/18) will inform interventions for year 2. Cohort 2 staff will have a greater awareness of LIFT interventions through S&LT training. 3. **Improving Pedagogy and Equity**   SMT and TLC Leaders will have greater awareness of what effective LI and SC should look like.   1. **Moderation**   Agreed learning milestones across the cluster to demonstrate achievement of a level within literacy | 1. Consistent approaches within each school to encourage reading for enjoyment. Literacy rich environments. 2. Cohort 1: Learners expressive and spoken language will have improved. Cohort 2: Staff are supported by appropriate interventions and are ready to implement them. 3. TLC Leaders have trialled effective LI and SC and are sharing good practice informally with the staff team. 4. There will be consistency of understanding across the cluster of the evidence required to validate achievement of a level within literacy | 1. Learning Walks, pupil voice, NGRT data. 2. Cohort 1: S&L assessments and Superhero data (staff).   Cohort 2: Video data and staff evaluations.   1. QA L&T observations, professional dialogue, progress and attainment meetings, pupil learning conversations 2. Learning milestones are used as part of learning and teaching and assessment process |
| **Medium (Nov 18 – April 19)**   1. **Clackmannanshire Reading Project –** Pupils will have increased opportunities and motivation for reading. Staff will have increased skill in teaching reading through a variety of approaches. 2. **LIFT** - Cohort 1: staff will now be delivering interventions with increased confidence expertise.   Parents are beginning to engage in partnership working between Nursery and Home.  Cohort 2: children will have been assessed, grouped and engaging with the interventions.   1. **Improving Pedagogy and Equity -**   Class teachers will have greater awareness of quality LI and SC should look like, and will begin to implement through a planned approach   1. **Moderation**   Teacher confidence is validated through moderation of assessment evidence within schools  Class teachers confidence in TPJ will be improved | 1. Cohort 1: Through approaches children are able to participate in discussions in relation to text with increasing depth and inference.   Cohort 2: Children will engage more readily with a range of text based on interest and motivation.   1. Cohorts 1&2: Targeted support is improving children’s expressive and spoken language. 2. Class teachers are improving the quality of the LI and SC Children are clearer of the what and why of learning and are beginning to develop their own success criteria using the language of learning 3. Increased knowledge of progress through children’s learning journey | 1. Cohort 1: QA L&T observations, professional dialogue, progress and attainment meetings, pupil learning conversations   Cohort 2: Observations, photographs, videos, reading audit, pre and post attitudes towards reading, engaging and motivating class novels   1. Cohorts 1&2: S&L assessments and analysis (x2), Early Years Milestones and Progression Pathways. 2. QA L&T observations, professional dialogue through TLCs, progress and attainment meetings, pupil learning conversations 3. TPJ in Dec 18 submitted with confidence to LA |
| **Long ( April – June 19)**   1. **Clackmannanshire Reading Project –** Children will have increased standardised assessment scores 2. **LIFT** - Cohort 1 data will evidence an increase in age equivalent in both expressive and spoken language.   Data from cohort 2 (18/19) will inform interventions for year 3.    The adult (staff and parents) will be using more commentating language when supporting the child.  Plans established to ensure that this initiative is sustainable for future years.     1. **Improving Pedagogy and Equity -**   LI and SC are shared and devised with children at the beginning of all lessons   1. **Moderation**   Teacher confidence is validated through moderation of assessment evidence across the cluster | 1. Cohort 1: Children’s attainment will increase in line with a virtual comparator using the BGE tool.   Cohort 2: Staff are more confident in using different approaches to ensure high quality dialogue between staff and pupils around reading e.g. Book Blessings and The 3 Sharings.   1. Cohorts 1&2: Children’s expressive and spoken language will improve. 2. Class teachers are using effective LI and SC that is reflected in differentiated activities to meet the needs of all children. 3. Accuracy of reporting TPJ across the cluster | 1. Cohort 1: Standardised Assessment scores, NRGT (P3 & possibly P6), TPJ.   Cohort 2: L&T observations   1. Cohorts 1&2: S&L assessments and analysis (x2), Early Years Milestones and Progression Pathways. 2. QA L&T observations, professional dialogue through TLCs, progress and attainment meetings, pupil learning conversations 3. Progress and pace of learning is tracked consistently across the cluster |

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| **CHALLENGES (what might hinder success?)** | **SOLUTIONS** |
|  | IO PT support on developing teacher dialogue and adult/child interactions, observation schedules  Advice from Cathy Forsyth and S&LT about the levels of change that should be achievable across the projects (Reading and LIFT). |

Priority1: Clackmannanshire Reading Project

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| **Specific Tasks**  **(*These are the ‘jobs’ agreed by the mobilisation team)*** | **Responsibility** | **By when** | **Update** |
| Continue to embed Paired Reading with P6 and P1s and P5s and P2s | E. Cuthbert  Mrs Coons/Mrs Jacobs (P6)  Miss Devine(P6)  Mrs Muir (P1)  Miss Duncan (P1)  Miss Belford (P5)  Probationer? (P4/5)  Mrs Dunn(P2)  Miss Gillon(P2) | Ongoing |  |
| Develop Paired Reading with P7s and P3s | Miss Smith (P7)  Miss Ramsey (P7)  Miss Meldrum (P3)  Miss Stewart (P3/4) | October 2018 |  |
| Raise Awareness of Picture books and embed regular use into Learning and Teaching | E. Cuthbert  P. Mathis  Miss Smith  Miss Ramsey | CAT session – 18.09.18 |  |
| Reading Café:  Nursery and Early Years after school reading initiative. | E. Cuthbert  Early Year Staff | Primary 1/2 by end November 2018  Nursery by end January 2019 |  |
| Regular ‘Sue Ellis’ Reading strategies recorded in timetable weekly for each class. | E. Cuthbert  P. Mathis  Class Teachers | August 2018 |  |
| New staff attend cohort 2 training | Miss Gillon (P2)  Miss Hutcheson (P4/5) | 05/09/18; 19/09/18; 03/10/18; 07/11/18  4.00 – 6.00 |  |
| Sue Ellis Responsive CPD | E. Cuthbert  Staff | TBC |  |
| Development of the library:  Re-band part of the library into genres. | E. Cuthbert  Staff and Pupils | By end June 2019 |  |
| Introduction of Library Monitors | E. Cuthbert  Primary 5 pupils | September 2018 |  |

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| **Overall Evaluation**  ***This is the most important part of the process – the working document***  ***This should be updated regularly by all responsible people and collated regularly by the accountable person.*** | | |
| **Progress**  What did it look like before? What does look like now? | **Impact**  What have you achieved? | **Evidence (Range of Data)**  Stakeholder view, data sets, observations… |
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#### Priority 2: Learning is Fun Together (LIFT)

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| **Specific Tasks**  **(*These are the ‘jobs’ agreed by the mobilisation team)*** | **Responsibility** | **By when** | **Update** |
| New Staff Attend Word Aware training | SEYW and EYWs | February 2019 INSET |  |
| Finalise LIFT arrangements (2018- 2019) with SLT team. | Janette Gentleman | June 2018 |  |
| Meet to plan a parenting sharing event or events (to address section C) | Janette Gentleman | End September 2018 |  |
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| **Overall Evaluation**  ***This is the most important part of the process – the working document***  ***This should be updated regularly by all responsible people and collated regularly by the accountable person.*** | | |
| **Progress**  What did it look like before? What does look like now? | **Impact**  What have you achieved? | **Evidence (Range of Data)**  Stakeholder view, data sets, observations… |
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Priority3: Improving Pedagogy & Equity

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| **Specific Tasks**  **(*These are the ‘jobs’ agreed by the mobilisation team)*** | **Responsibility** | **By when** | **Update** |
| SLT/ TLC Leader Workshops - Ensuring understanding of the learning intentions and criteria for successful learning | D Penman  P Matthis  TLC Leaders | SLT – 01.10.18  TLC Leaders - 11.10.18 |  |
| CAT session – Introduction to TLC & programme | TLC Leaders/ Class Teachers | In-Service Day – 29.11.18 |  |
| SLT/ TLC Leader Workshops - Evidence of learning - practical techniques including Hinge Point Questions | D Penman  P Matthis  TLC Leaders | SLT – 14.01.19  TLC Leaders - 24.01.19 |  |
| CAT session - Ensuring understanding of the learning intentions and criteria for successful learning | TLC Leaders/ Class Teachers | In-Service Day – 11.02.19 |  |
| CAT session for SfL Learning Assistants - Introduction to TLC & programme | TLC Leaders/ SfL Learning Assistants | In-Service Day - 12.02.19 9.30 – 11.30 |  |
| SLT/ TLC Leader Workshops - Evidence of learning - quality questions and planning your evidence | D Penman  P Matthis  TLC Leaders | SLT – 04.03.19  TLC Leaders - 14.03.19 |  |
| CAT session - Practical ways of finding out where the learners are in their learning including Hinge Point Questions | TLC Leaders/ Class Teachers | CAT session - 16.04.19 |  |
| CAT session for SfL Learning Assistants - Ensuring understanding of the learning intentions and criteria for successful learning | TLC Leaders/ SfL Learning Assistants | CAT session – 30.04.19 3.30 – 5.30 |  |
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| **Overall Evaluation**  ***This is the most important part of the process – the working document***  ***This should be updated regularly by all responsible people and collated regularly by the accountable person.*** | | |
| **Progress**  What did it look like before? What does look like now? | **Impact**  What have you achieved? | **Evidence (Range of Data)**  Stakeholder view, data sets, observations… |
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Priority4: Moderation

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| **Specific Tasks**  **(*These are the ‘jobs’ agreed by the mobilisation team)*** | **Responsibility** | **By when** | **Update** |
| Cluster Literacy PTs to meet to agree Learning Milestones for Literacy at Early, First & Second level | Cluster Literacy PTs | End September 2019 |  |
| CAT session – Moderation Hub “Learning Intentions & Success Criteria” | SLT  Class Teachers | CAT session – 28.08.18 |  |
| CAT session – Self-evaluation of Learning Intentions & Success Criteria (learners, staff, SLT) – see Moderation Hub | SLT  Class Teachers | CAT session – 09.10.18 |  |
| CAT session – Moderation of Learning Intentions & Success– see Moderation Hub | SLT  Class Teachers | CAT session – 20.11.18 |  |
| CAT session – Moderation Hub – “Evaluating Learning” | SLT  Class Teachers | CAT session – 27.11.18 |  |
| CAT session – Self-evaluation of “Evaluating Learning” & “Moderation of Learning” | SLT  Class Teachers | CAT session – 11.12.18 |  |
| CAT session – Moderation of Learning | SLT  Class Teachers | CAT session – 19.03.19 |  |
| CAT session – Moderation of Learning | SLT  Class Teachers | CAT session – 21.05.19 |  |

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| **Overall Evaluation**  ***This is the most important part of the process – the working document***  ***This should be updated regularly by all responsible people and collated regularly by the accountable person.*** | | |
| **Progress**  What did it look like before? What does look like now? | **Impact**  What have you achieved? | **Evidence (Range of Data)**  Stakeholder view, data sets, observations… |
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School Improvement Plan:

Priority 5: Developing the Young Workforce

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| **ACTION PLAN** | | |
| **Alloa Learning Community**  Sunnyside Primary School | **Total PEF Allocation**  £245.00 | **Links to SAC**  Leadership of Learning |
| **Headteacher/Manager**  Denise Penman | **Accountable Person**  Phillip Mathis | **Improving Outcomes Manager**  Cathy Quinn |

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| **Outcome (transformational)** | | |
| **Proposed intervention**  Developing the Young Workforce  This is year two of this intervention, focusing on Developing the Young Workforce. We have taken some of the focus away from specific areas of learning, at this was a very standalone approach. We are looking for transferrable skills to be taught and embedded across subjects, in line with our curriculum plan.  Children and Young People will be able to recognise the importance of and be aware of their own skills for work. Learning will improve the targeted application of skills across learning: Working with others, Leadership, Problem Solving, Enterprise, Literacy, Numeracy, Computer Science, Equality and Health and Wellbeing. Children’s ability to talk about their skills will also increase as they become more aware of them and are given the opportunity to apply them in more digital contexts.  Through partnership with local and national external agencies pupils will develop a broader knowledge of the world of work and careers.  Teachers will have a sound understanding of the principles of the Career Education Standard, and clear understanding of how to teach workforce skills with clear progression and understanding of the world of work. | | |
| **Rationale for this proposal**  *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?* | | |
| Why are you doing this?  We found that in year one there was significant increase in world of work awareness and valuing of workplace skills, however teachers still felt less confident with computing science and need a more structured approach to allow clear progression across stages. Staff and community partners are interested in further engagement opportunities and links within our community need to become more sustainable and embedded in cross curricular learning.  Statistics show that children within Clackmannanshire are more likely to be unemployed as adults (72.3% of adults employed (ScotGov, 2016)), as evidenced by recent research that shows individuals within SIMD deciles 1-2 are more at risk of unemployment. Alloa South – our catchment area is within the lowest 5-10%, therefore early intervention is particularly important.  What evidence do you have that this intervention is required?  The destinations our school leavers enter are greatly are varied within our Authority (ScotGov,2016):   * 29% entering Further Education * 25% entering Higher Education * 30% going into employment * 3% entering training. * 9% being unemployed. * 4% unknown.   The reasons for improving the career education our young people are clear – only 44% of graduates in Scotland go straight into a relevant career (Career Advice Service 2016), 11,000 computer science roles are currently vacant due to a skills gap (CodeClan, 2016), 88% of medium sized businesses are looking for digitally literate employees. Whilst improving from year one, attitude surveys, from our pupils, show some are lacking confidence, in discussing the link between the skills and world of work. They are also not aware of the true variety of careers available to our modern workforce.  Evidence from the Wood Commission, Positive Destinations groups, external agencies (LinkdIn, 2016) and employers suggests that certain (soft) transferable skills are in need of development within schools. Children within our cluster, and authority, are facing challenges in identifying their strengths, development needs and links to the world of work.  Is this a cluster of individual school proposal?  This is an individual school proposal.  Who has been consulted?  This school plan has been developed in accordance with the ALC cluster plan, which in turn was derived from the ALC improvement plan 2016-19. This plan was put together by head teachers from within the cluster. Further consideration has also been given to the National Improvement Framework and the 4 priorities.  Following the first year of this intervention both children and staff were surveyed to ascertain their attitudes towards DYW skills.  This plan also considers the HGIOS4 evidence builder from “myworldofwork.co.uk” devised by Skills Development Scotland and discussion with our local DYW co-ordinator. | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS 4 QIs** |
| Improvement in employability skills and sustained, positive school leaver destinations for all young people. | School Improvement  School Leadership  Assessment of Children’s Progress  Parental Engagement | 1.1 leadership of change.  1.2 Leadership of learning.  1.4 Leadership and management of staff.  2.2 Curriculum  2.7 Partnerships  3.2 Raising Attainment and Achievement  3.3 Increasing creativity and employability. |

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| **Start date** | **Time allocation** | | **Progress review date** | **Completion date** | |
| August 2018 | ongoing | | May 2019 | June 2020 (ongoing) | |
| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | | **Success criteria** (Improved outcomes for pupils) | | |
| **Impact** | | **Measurement Plan** |
| **Short**  Evaluate current progress against Career Education Standard By September 2018.  Introduce phase curriculum pathways for Digital Literacy, Computing Sciences, Enterprise, World of Work and Enterprise.  Skills will be prominently displayed in class for learning activities.  Establish further interactions with parents through working group including social media safety seminars/activities.  Continue to establish new links and strengthen current links with local businesses, schools, universities and colleges.  Continue to build staff confidence in the learning and teaching with digital resources. |  | | Learning and Teaching will be in line with CES expectations of practice from HGIOS 4.  Skills will be at the forefront of teaching. Children will experience a progressive, structured curriculum.  Children will be able to refer to skills throughout learning and increase skills vocabulary.  Children’s learning and life skills will be supported at home and in school. Parents will know how to support digital responsibility and safety of children.  Children will have greater experiences of the World of Work, embedded into learning experiences.  Digital resources and skills will be used with increased frequency in learning and teaching, providing engaging learning experiences that further skills development. | | CES self-reflection tool.  Pathways – evidence of use in curriculum planning. Forward plans will demonstrate links to DYW. E-portfolios and class blogs will show evidence of reflection on skills and knowledge. Termly tracking and curriculum meetings.  Classroom visits.  Feedback from parental engagement survey and attendance numbers of all parental events.  Visitor/stakeholder feedback. Attitudes, skills and knowledge cross school pupil survey. CT feedback.  Attendance and feedback of CPD meetings. Team teaching. Monitoring of forward planning. |
| **Medium**  To monitor and evaluate the success of the implementation of the Computing Sciences and digital literacy curriculum outline against HGIOS4 benchmark statements and exemplars. |  | | Computing sciences curriculum will be progressive and engaging across all stages.  Digital resources will be used by all students in context and discrete learning. Children will meet TCH Computing Benchmarks. | | Benchmark assessment.  Termly planning meetings.  Forward plans.  Class room visits and team teaching. |
| **Long**  Increase in staff confidence with all areas of DYW through use of pathways, resources, integrated practice, external partners and parents. |  | | Pupils will experience consistently excellent learning and teaching, utilising a wide range of resources and real-life stimulus/contexts.  Pupils will speak fluently about their skills for life, learning and work.  Parents and other stakeholders will be actively involved in a variety of learning experiences and confident in supporting children in their learning. | | Staff confidence surveys, monitoring of learning and teaching through termly planning meets and forward plans.  Parent and Stakeholder surveys.  Pupils Attitudes, Skills and Knowledge survey.  Assessment records and planning documentation.  HGIOS 4 – DYW benchmark self-reflection. |
| **Challenges** (What might hinder success?) | | **Solutions** | | | |
| **Parental Engagement**  **Ensuring children receive a breadth of opportunities for skills development and experiences.**  **Skills and resource knowledge of staff – own digital literacy.**  **Sustaining community partnerships with local businesses.** | | **Work closely with parent focus group to ensure all stakeholders are involved in parental engagement workshops.**  **Curriculum progression pathways are aligned with curriculum overview, school resources and CES. New focus groups and roles within school allow children to lead curriculum development.**  **Focused collegiate sessions to up-skill staff and raise awareness of importance of DYW for our local community involving external agencies where relevant.**  **Working with previous partners to nurture positive relationships, work with Skills Development Scotland to further community links and keep an up to date directory of community contacts.** | | | |

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| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
| Create and implement progressions. | **PM** | **August 2018** |  |
| Develop collegiate session on computing science progression and resources. | **PM** | **CAT session- 18.12.12** |  |
| Develop parental engagement workshops based on stakeholder survey and focus group. | **PM** | **October 2018** |  |
| Moderate learning and teaching of DYW | **PM** | **Ongoing** |  |
| Gather feedback on Phase planners | **PM** | **CAT session – 18.12.18** |  |
| Classroom visits/observations focused on DYW skills. | **PM** | **September 2018**  **February 2019** |  |
| Plan school stimulus event to aid IDL moderation (LIT/ SCN/TCH) | **PM/EC** | **CAT session – 26.04.19**  **Whole school event – April 2019** |  |
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| **Resources (What you need to do this job: people, budget, support from the centre)** |
| **Resources purchased to support the following work streams:**  **Licensefor JED - £245 to aid World of Work understanding across stages.** |

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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
| Staff and resources development:  Social media and internet safety awareness. |  |  |

Priority 6: R4L (Readiness for Learning)

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| **ACTION PLAN** | | |
| **Cluster/School**  **Sunnyside PS** | **Total PEF Allocation**   * Support Worker £29104 * Building Resilience Resource Yr. 2 £100 | **Links to SAC**  Health and Well-being  Children, Families and Communities |
| **Headteacher/Manager**  **Denise Penman** | **Accountable Person**  **Hannah Neill** | **Improving Outcomes Manager**  **Cathy Quinn** |

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| **utcome (transformational)** | | | | | |
| **Proposed intervention**  At Sunnyside we are looking to improve pupil ‘readiness for Learning’, resulting in pupils achieving their potential and closing the attainment gap. We plan to do this by   1. continuing to develop our playground in line with N.M.E. principles 2. continue to implement the use of N.M.E. across the whole school, with a focus on sharing the excellent work carried out in P7S this year with 2018-2019 P6 & P7 classes 3. continue to develop the role of our Support Worker further with a focus on engaging pupils who refuse to access school, classrooms and their learning. 4. Implement ‘Emotion Works’ to improve emotional learning and literacy across the whole school 5. Implement ‘Building Resilience’ in order to promote mental health and wellbeing across the whole school | | | | | |
| **Rationale for this proposal**  *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. Playground Developments   Data collected and evaluated in June 2018 shows that the developments made so far have had a positive impact on pupils readiness to learn.   * Increase of 6% of pupils were engaged in creative and imaginative play (August 2017/June 2018) * 48.9% of selected pupils returned to class after lunch with an increased readiness to learn * 9 out of 11 staff stated their confidence level in the playground had improved.   However, Pupil Evaluations suggest that further improvements can be made to the playground in order for pupils to feel that the playground is meeting their needs.   1. N.M.E.   All current staff (June 2018) are now trained in N.M.E. and resources were allocated to classes to support the implementation of strategies. Observations show that we have some staff who are highly effective and confident in the implementation of N.M.E. principles and strategies. However, there is a need for consistency across all classes and therefore further in house training and support is required.   1. Support Worker   The appointment of Support Worker for Session 2017/18 has had a positive impact on attendance, improving by 0.13% and surpassing Clackmannanshire Council average by 0.02%. The impact of this has meant that more pupils are in school to be able to access their learning. This role will be developed further to support pupils’ engagement in school through developing their resilience, self-esteem and self-regulation and promote parental engagement.   1. Emotion Works   Emotion works is an educational programme for emotional learning and literacy developed in Scotland. It focuses on developing emotional language, awareness and understanding.   1. Building Resilience   Building Resilience is a whole school resource to promote mental health and wellbeing and engage pupils, families and staff in raising awareness and understanding of tools. | | | | | |
| **NIF Priority** | | **NIF Driver(s)** | | **HGIOS 4 QIs** | |
| Improvement in children and young people’s health and wellbeing | | Teacher Professionalism  School Improvement  Parental Involvement | | 2.4 Personalised Support  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion | |
| **Start date** | **Time allocation** | | **Progress review date** | | **Completion date** |
| August 2017 | 11 months | | November 2018  February 2019  June 2019 | | June 2010 |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | **Success criteria** (Improved outcomes for pupils) | |
| **Impact** | **Measurement Plan** |
| **Short**   1. **Playground**  * Consult with pupils, parents & staff on plans * Playground developments from 2017/18 up and running * Baseline rating of playground gathered  1. **N.M.E.**  * Issue staff questionnaire * Rebecca to share effective practice with P6 & P7 teachers * Support P6&7 teachers to work with pupils to transform classrooms * Teaching principles and strategies of N.M.E. in child friendly approach to P6&7 pupils  1. **Support Worker**  * Identify children requiring targeted support. * Establish skills and activities groups build social skills, relationships, self-esteem and resilience. * Establish a Family Learning group to support homework completion and skills development in Literacy and Numeracy. * Continue attendance and late monitoring. * Identify families for additional support with lates/attendance through Staged Intervention.  1. **Emotion Works**  * Create a plan for implementing programme * Baseline Assessment * Share plan with staff and provide training if required  1. **Building Resilience**  * Create a plan for implementing programme * Baseline Assessment * Share plan with staff and provide training if required |  | Pupils will be engaged in meaningful, creative and imaginative play.  Pupils who find playtimes difficult will return to class ready to learn  Pupils will feel they have been listened to  Pupils will have enough variety and choice of activities to self-regulate  Staff will feel confident in embedding N.M.E. principles in the ethos of their class and throughout their teaching and not as a stand-alone task.  Pupils will be able to identify own level of readiness to learn  Pupils will be able to identify what strategies they need to use in order to self-regulate  P6& P7 classrooms will be designed with the pupils to support the N.M.E. and R4L principles and implementation of strategies.  Children in SIMD 1 and 2 with attendance issues, attainment or H&WB concerns are targeted for support from August.  Children will be supported to improve their personal, social and emotional wellbeing.  Children in SMID 1 and 2 will be supported to improve their attainment in Literacy and Numeracy.  We will be able to evaluate progress of pupils  Staff will feel confident and included  We will be able to evaluate progress of pupils for Year 1 of the programme  Staff will feel confident and included  Staff will feel confident in embedding N.M.E. principles and strategies in their class  Families will be supported to engage positively in pupil learning within the school environment and at home.  Parents will be supported to develop a positive relationship with the school and to engage more in the work of the school.  Pupils begin to identify their own feelings and emotions  Pupils begin to use appropriate vocabulary and language to express their feelings  Pupils begin to identify emotions in others through verbal and non-verbal communication  Pupils begin to develop the ability to recover from or adjust to misfortune or change  Pupils will be engaged in meaningful, creative and imaginative play.  Pupils who find playtimes difficult will return to class ready to learn  Pupils will feel they have been listened to  Pupils will have enough variety and choice of activities to self-regulate  All staff will feel confident in implementing the principles and strategies of N.M.E.  P6 & P7 Pupils will be ‘ready for learning’  Pupils will be in school to access learning  Families will engage with school  Families will feel supported by school  Strong, clear and easily accessible lines of communication will be established and embedded in the work of the school.  Pupils will be able to identify their own feelings and emotions  Pupils will be able to use appropriate vocabulary and language to express their feelings  Pupils will be able to identify emotions in others through verbal and non-verbal communication  Pupils will develop the ability to recover from or adjust to misfortune or change | LA Redirection of play run chart  Soft Observations  Readiness to learn data gathered by individuals and P7S  Consultation evidence  Playground Committee Minutes  Pupil Evaluations & Ratings  Staff Questionnaires  Observations  Discussions with pupils  Pupil Questionnaires  Annual attainment Data and TPJ’s  Attendance and Late figures – SEEMIS  Records of written and verbal communication regarding attendance and lates  Baseline Assessment  Staff discussions during CAT  Baseline Assessment  Staff Discussion during CAT  Staff Questionnaires  Track number of incidents with identified individuals.  Use Leuven Scale  Survey pupils  Parent participation numbers  Feedback from parents  Feedback from pupils  Pupil SHANARRI wheels/data  Strengths and Difficulties Questionnaires  Observations  Observations  LA Redirection of play run chart  Soft Observations  Readiness to learn data gathered by individuals and P7S  Consultation evidence  Playground Committee Minutes  Pupil Evaluations & Ratings  Pupil R4L data  Observations  Staff Questionnaires  Survey to families  Attendance and lateness figures collected  Attendance figures of families attending group.  Pupil Assessment  Observations  Pupil assessments  Observations |
| **Medium**   1. **Playground**  * Plans in place with allocation of jobs and time frames detailed * Secure funding  1. **N.M.E.**  * Continue to support P6 &P7 teachers * Provide in house refresher training * New staff to access full N.M.E. training  1. **Support Worker**  * Establish parent interest groups that encourage parents to share their skills with the school and build participation in school life and engagement in pupil learning. * Use feedback from initial pupil groups to inform school evaluation and next steps for improvement.  1. **Emotion Works**  * Support the implementation of Emotion Works across whole school  1. **Building Resilience**  * Support the implementation of programme across whole school |  |
| **Long**   1. **Playground**  * Playground developments from 2017/18 fully embedded * 2018/19 plans implemented and evaluated * Post development ratings of playground gathered, evaluated and analysed  1. **N.M.E.**  * P6 & P7 classes will have embedded N.M.E. successfully and transformed classrooms to promote R4L * All staff will feel confident in implementing the principles and strategies of N.M.E.  1. **Support Worker**  * Improve both lateness and attendance figures by 5% * Support Families * Family Learning Sessions * Build two way communication between school and parent community.  1. **Emotion Works**  * Programme fully embedded at Sunnyside PS and evaluated * End of year 1 assessment * Compare and analyse baseline and end of year assessments  1. **Building Resilience**  * Year 1 of programme completed and evaluated * Principles embedded across all stages * End of year assessment * Compare and analyse baseline and end of year assessments |  |

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| **Challenges** (What might hinder success?) | **Solutions** |
| 1. **Playground Developments**   The cost of equipment  Attitude of staff to the kinds of play pupils may engage in and concern about potential of pupils to get into trouble with equipment. k  Parent reaction to new activities as they may cause pupils to arrive home mucky, sandy, bumped, etc. l  Need for staff to have skills development in leading play. l  Does the community using the outdoor space during the school day and out of school hours cause a conflict of interests and needs?   1. **N.M.E.**   Staff Training for new teachers  Staff Attitudes  Identifying the variety of NME needs within individual classes and recognising the challenge of implementing both universal and targeted support.   1. **Support Worker**   Parental Attitudes/engagement  Engaging Families  Behaviour of Pupils  Resources   1. **Emotion Works** 2. **Building Resilience** | Apply for grants and funding where possible  Lead by example  Advice from Schools within the council who are also developing playgrounds  Staff training  Letters/Leaflets  Website  Twitter  Information session  Staff training  Lead by example  SMT to support  For pupils and parents to be included in developments so as to have ownership over the improvements  If staff are unable to be trained they can learn through being buddied up with a member of staff who has been trained and from in house training at collegiate.  Staff attitudes can be addressed through continual in house training at collegiate sessions and through support from the senior management team.  Through continual in house training and regular check ins staff will have the opportunity to ask for support to plan and implement both universal and targeted support. The Educational Psychologists Team can be consulted on specific pupils or difficulties.  Break down barriers through, home visits, meetings, tea/coffee drop ins & family homework group.  By providing the opportunity for family learning sessions, families will have positive experiences in school.  Build positive relationships in order to engage with pupils.  Agree targets and rewards with pupils, to work towards.  Seek additional funding from various sources |

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| **Resources** (What you need to do this job: source of funding, people, budget, support from the centre) |
| 1. **Playground Developments**  * A whole school vision * Staff Training * Expertise from partners, Educational Psychologist, Mike Nicoll * Support from Council to implement changes * Developed relationships within the community with parents and local businesses * Funding/grants to source and install new playground equipment N.M.E.  1. **N.M.E.**  * Continued support from Educational Psychologist * Cost of resources  1. **Support Worker**  * Attend relevant training courses – Seasons for Growth, NME, Circle of Friends as required. * School’s Early Intervention Worker would be required for support for Family Learning and improve Lateness/Attendance. * Link with other Support Workers for ideas and advice * Lift Up and Emotion Works materials  1. **Emotion Works**  * Emotion Works Programme  1. **Building Resilience**  * Building Resilience Programme |

1. **Playground Developments**

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| **Actions** | **Responsibility** | **By when** | **Ongoing evaluation** |
| LA to record how many times play is redirected | Toni-anne Dunion  Hannah Neill | From 21st August 2018 - ongoing |  |
| Form Playground Committee with representatives from P1-P7, parents and staff. | Hannah Neill | September 2018 |  |
| Ensure Loose Parts is up and running for this session | Hannah Neill | September 2018 |  |
| Pupil, staff and parent ratings of current playground to be collected | Hannah Neill | September 2018 |  |
| Consult Pupils, Staff and Parents to design further developments | Hannah Neill  Playground Committee | September 2018 |  |
| Identify Pupils who find playtimes difficult & gain permission to collect data | Hannah Neill | September 2018 |  |
| P7S to record R4L before and after break | Rebecca Smith  Hannah Neill  P7 pupils | September – on going |  |
| Apply for grants | Hannah Neill  Playground Committee | On going |  |
| Implement new plans | Hannah Neill  Mike Nicoll | On going |  |
| Collect pupil, staff & parent evaluations | Hannah Neill  Playground Committee | May 2018 |  |
| Evaluate Data | Hannah Neill | June 2018 |  |

1. **N.M.E.**

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| **Actions** | **Responsibility** | **By when** | **Ongoing evaluation** |
| Identify Staff still requiring NME Training and organise training. | Hannah Neill | September 2018 |  |
| Rebecca to share P7 R4L classroom setup to be implemented in P6 & P7 classes. | Rebecca Smith  Hannah Neill | September 2018 |  |
| ‘NME Principles in your classroom’ Questionnaire issued to staff. | Hannah Neill | September 2018 |  |
| NME Staff Training | Hannah Neill | February  in-service |  |
| Collegiate – In House N.M.E. refresher | Hannah Neill  Rebecca Smith  Lesley Craig | 29.11.18  90 minutes |  |
| ‘NME Principles in your classroom’ Questionnaire issued to staff. | Hannah Neill | June 2019 |  |
| Compare and analyse ‘NME’ Principles in your classroom’ Questionnaires | Hannah Neill | June 2019 |  |

1. **Support Worker**

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| **Actions** | **Responsibility** | **By when** | **Ongoing evaluation** |
| Phone calls for late comers | John Ferguson | Ongoing |  |
| Identify individuals for targeted and support via review meetings and teacher feedback. | School Inclusion Team  Parent referral | Ongoing |  |
| Meet parents of identified families at home or in school as appropriate. | John Ferguson, Inclusion Team Rep | Ongoing |  |
| Identify individual pupils in SIMD 1 &2 in P4,5 and 6 for targeted small group or individual support. | John Ferguson/ Tamzin Grossert | June 2018 |  |
| Review Parental engagement in school communication channels, evaluate effectiveness and impact. | SLT | September 2018 |  |
| Timetable group interventions, inform parents, gather baseline data. | John Ferguson/Hannah Neill | End August 2018 |  |
| Complete first 6 week block of small group intervention. | John Ferguson | 12 October 2018 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness/impact. | John Ferguson | 26 October 2018 |  |
| Link with EIT worker to plan and timetable family learning group sessions. | John Ferguson  EIT Worker | 7 September 2018 |  |
| Implement a 4 week block of Family Learning sessions | John Ferguson  EIT Worker | 5 October 2018 |  |

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| Gather feedback from staff, parents and pupils and evaluate effectiveness and impact. | John Ferguson | 12 October 2018 |  |
| Promote the use of Group Call Expressions for individual, group, stage and school updates and reminders. | John Ferguson  Admin staff  SLT | Ongoing |  |
| Timetable Block 2 of group Interventions, inform parents and gather baseline data. | John Ferguson/Hannah Neill | 2 November 2018 |  |
| Complete Block 2 of small group intervention. | John Ferguson | 14 December 2018 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness/impact. | John Ferguson | 21 December 2018 |  |
| Link with EIT worker to plan and timetable second block of family learning group sessions. | John Ferguson  EIT Worker | 26 October 2018 |  |
| Implement second 4 week block of Family Learning sessions | John Ferguson  EIT Worker | 30 November 2018 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness and impact. | John Ferguson | 7 December 2018 |  |
| Review identification of pupils in SIMD deciles 1 and 2 in P4,5 and 6 for targeted small group or individual support. | School Inclusion Team | 11 January 2019 |  |
| Review Parental engagement in school communication channels, evaluate effectiveness and impact. | SLT | January 2019 |  |
| Timetable Block 3 of group Interventions, inform parents and gather baseline data. | John Ferguson/Hannah Neill | 18 January 2019 |  |
| Complete Block 3 of small group intervention. | John Ferguson | 8 March 2019 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness/impact. | John Ferguson | 15 March 2019 |  |
| Link with EIT worker to plan and timetable third block of family learning group sessions. | John Ferguson  EIT Worker | 18 January 2019 |  |
| Implement third 4 week block of Family Learning sessions | John Ferguson  EIT Worker | 1 March 2019 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness and impact. | John Ferguson | 8 March 2019 |  |
| Timetable Block 4 of group Interventions, inform parents and gather baseline data. | John Ferguson/Hannah Neill | 22 March 2019 |  |
| Complete Block 4 of small group intervention. | John Ferguson | 31 May 2019 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness/impact. | John Ferguson | 7 June 2019 |  |
| Link with EIT worker to plan and timetable fourth block of family learning group sessions. | John Ferguson  EIT Worker | 15 March 2019 |  |
| Implement fourth 4 week block of Family Learning sessions | John Ferguson  EIT Worker | 3 May 2019 |  |
| Gather feedback from staff, parents and pupils and evaluate effectiveness and impact. | John Ferguson | 10 May 2019 |  |
| Agree plans to provide individual targeted support for pupils needing intensive support to develop improved self-esteem, resilience and confidence. | John Ferguson  TAC as required. | Ongoing flexible provision for blocks of no more than 6 weeks. |  |

1. **Emotion Works**

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| **Actions** | **Responsibility** | **By when** | **Ongoing evaluation** |
| Familiarise self with Emotion Works | Hannah Neill  Debbie Allan | September 2018 |  |
| Baseline Assessment | Hannah Neill  Debbie Allan | September 2018 |  |
| Visit Banchory Primary who have successfully implemented Emotion Works | Hannah Neill  Debbie Allan | September 2018 |  |
| Plan implementation at Sunnyside | Hannah Neill  Debbie Allan | September 2018 |  |
| Share plan with staff and provide training if required | Hannah Neill  Debbie Allan | 30.10.18 |  |
| Support the implementation | Hannah Neill  Debbie Allan | On going |  |
| Assess and evaluate impact | Hannah Neill  Debbie Allan | May 2019 |  |

1. **Building Resilience**

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| **Actions** | **Responsibility** | **By when** | **Ongoing evaluation** |
| Familiarise self with Building Resilience | Hannah Neill | September 2018 |  |
| Baseline Assessment | Hannah Neill | September 2018 |  |
| Plan implementation at Sunnyside | Hannah Neill | September 2018 |  |
| Share plan with staff and provide training if required | Hannah Neill | October 2018 |  |
| Support the implementation | Hannah Neill | On going |  |
| Assess and evaluate impact | Hannah Neill | May 2019 |  |

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| **Overall Evaluation**  ***This is the most important part of the process – the working document***  ***This should be updated regularly by all responsible people and collated regularly by the accountable person.*** | | |
| **Progress**  What did it look like before? What does look like now? | **Impact**  What have you achieved? | **Evidence (Range of Data)**  Stakeholder view, data sets, observations… |
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