



School Improvement Planning Returns to Local Authority

School: Moniaive Primary

Date: May 2013

Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic and reviewed and referred to continuously

Our vision, values and aims (see HGIOS 3 <http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp> and Child at the Centre 2, CC2, QI 9.1)

School Statement:

Our vision: 'Learning Lots – Learning Well – Learning Together

Our values: At Moniaive Primary School we value -

- Respect ...
 - for self
 - for others
 - for the environment

Our aims: Moniaive Primary School aims to –

- be a learning community of children, parents and our community, working together to improve our school and our environment
- inspire and support all our pupils to achieve their full potential, by building an ever richer environment for learning, using the outdoors, ICT and a variety of approaches to learning and teaching
- encourage all pupils to be confident in their own abilities, to challenge themselves, take responsibility for their own learning and collaborate with others in our learning community to be the best they can be
- foster a climate of mutual care and respect in the whole school community
- be imaginative, innovative and child-centred in developing a curriculum for excellence

What we did to review our vision, values and aims with all our stakeholders (if these have not been recently reviewed, please indicate likely review date)

Review Date: May 2013 (next review planned for May 2015)

Review Activities (as appropriate): Following discussion with staff it was agreed that the vision and aims remain valid, however the list of values was too long to be meaningful. It was suggested to reduce the list from 12 to 3 based on the main value of respect. Pupils were surveyed by a show of hands at assembly and 93% of pupils were in agreement with the change. Parents were surveyed by questionnaire and there was 100% support for the change.

Taking a Closer Look →

What key outcomes have we achieved?
 What are our strengths and areas for development?
 What is our capacity for improvement?

Standards and Quality Report

SECTION 1

Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact	Level of Progress (Level 1-6)
No.	Title /descriptor		
1.	Moderation	<p><i>Key Outcomes:</i></p> <p>Staff have engaged with the Authority and Cluster moderation programme for numeracy</p> <p>Staff have worked with colleagues across the Cluster to developed a document identifying progression routes for maths and language skills, by stage, from nursery to S1</p> <p>P5/6/7 teacher has worked closely with Wallace Hall Academy staff to share standards in numeracy, language and science</p> <p><i>Impact:</i></p> <p>Staff have an increasing confidence in working with Es & Os and the standard to expect at each level. This has allowed staff to better share expectations with pupils and to be more confident in the assessment of pupils attainment. However, there remains some confusion as to the operation of the Authority's Moderation programme.</p> <p>The Progression Routes document has given staff clear guidance of the expectations of an average pupil in terms of the numeracy and language skills they should be secure in at the end of each stage. This will give staff greater confidence in assessing and reporting on pupils achievements; facilitate the identification of pupils who would benefit from additional support; and facilitate the transition of pupils between stages to improve pace of learning and attainment.</p> <p>P7 teacher has built highly effective links with staff at Wallace Hall Academy</p> <p><i>Next Steps:</i></p> <p>Continue to work collegiately, and with Cluster colleagues, on sharing the standard.</p>	4

Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact	Level of Progress (Level 1-6)
No.	Title /descriptor		
		Support staff in accessing Authority documents related to Moderation and Sharing the Standard. Embed the Progression Routes in Language and Maths within school planning and tracking systems	
2.	Transition	<p><i>Key Outcomes:</i></p> <p>P7 pupils have been involved in a number of events, including Enterprise Day and Carbon Busters, which has allowed them to mix with pupils from other Cluster schools and to meet Wallace Hall Academy staff.</p> <p>Enhance transition provided for some pupils through Queensberry Initiative</p> <p>P4 to P7 complete profiles using Authority template.</p> <p>Enhanced transition available for Rising 5s.</p> <p>Curriculum Map in use to track coverage of Es & Os for each stage</p> <p>Online spreadsheet continuing to be used to track progress within Maths and Language</p> <p><i>Impact:</i></p> <p>P7 teacher has established very effective links with secondary staff, to facilitate sharing of information on pupils in preparation for their transition to secondary school.</p> <p>P7 pupils express a high level of confidence in making the transition to secondary following their involvement in cluster events.</p> <p>Reduced anxieties for new P1 pupils, with staff having better expectation as to their abilities.</p> <p>All staff are aware of pupils' attainment in Maths and Language through access to tracking spreadsheet – improved sharing of information allows for better planning of next steps at transition points</p> <p><i>Next Steps:</i></p> <p>Continue to develop links with secondary staff</p> <p>Monitor effectiveness of current documentation (Curriculum Map, Tracking Spreadsheet,</p>	5

Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact	Level of Progress (Level 1-6)
No.	Title /descriptor		
		Progression Routes, Pupil Profiles, Achievement Log) in facilitating sharing of information to enhance transition, in light of introduction of new Authority Building the Curriculum documents	
3.	Planning	<p><i>Key Outcomes:</i></p> <p>School core planning (daily plan, term planner, curricular map) has been embedded and being used by all staff</p> <p>Cluster schools have shared different approaches to planning</p> <p>A cluster template for planning of interdisciplinary learning has been agreed</p> <p><i>Impact:</i></p> <p>Es & Os lie at the core of planning ensuring breadth of coverage for pupils</p> <p>Gaps in learning now clearly identifiable</p> <p>Sharing of learning intentions has given pupils greater ownership of learning</p> <p><i>Next Steps:</i></p> <p>Review content of daily planning to include reference to success criteria and identification of Higher Order Thinking Skills and assessment opportunities.</p> <p>Begin to use cluster IDL planning template</p>	4
4.	Outdoor Learning	<p><i>Key Outcomes:</i></p> <p>Teaching resources have been purchased to support staff in incorporating outdoor learning across the curriculum.</p> <p>Pupils are experiencing outdoor learning on a more frequently</p> <p>Funding has yet to be sourced to create a covered area for use as an outdoor classroom</p> <p><i>Impact:</i></p>	2

Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact	Level of Progress (Level 1-6)
No.	Title /descriptor		
		<p>Staff have better understanding of principles of outdoor learning</p> <p>Pupils engagement with and enjoyment of their learning has increased in lessons delivered using the outdoor environment</p> <p><i>Next Steps:</i></p> <p>Further embed outdoor learning on a more regular basis.</p>	

SECTION 2

2. Summary of Key Strengths / Areas for Development

Please provide a brief evaluative response to each of the undernoted questions (1-5), noting the school's key strengths and areas for improvement for each. ES (HMI) current expectations regarding core quality indicators and entitlements (E1-6) are noted in the ES Inspection Advice Note for Schools (August 11).

Strengths and areas for improvement should arise out of: evidence of SIP progress; 'Broad View' evidence, including appropriate reference to quantitative data, people's views and direct observation (see page 7 of current EA School Improvement Planning document)

1. How well do our children/young people learn and achieve? (QIs1.1; 2.1; E2- E5)	Key Strengths	Key areas for development
Evidence: Tracking Numeracy Transition Testing AfE testing (InCAS/PIPS) Accelerated Reader / Star Reading / Star Literacy results Achievement Logs Feedback from wider/community Pupil involvement	<p>In recent AfE tests our pupils compare well with Authority averages in most areas.</p> <p>P7 pupils performed very well in testing conducted by Wallace Hall Academy staff with some pupils gaining 100% in the assessment.</p> <p>Pupils have been identified who would benefit from some additional support with reading, spelling or numeracy but whose need is not sufficient to include in Support for Learning Audit. A programme is now in place for them to receive regular short periods of input using Toe-by-Toe reading resources, Wasp/Hornet spelling resource, and Power of 2 numeracy resource.</p> <p>Achievement Logs have been redesigned, in consultation with staff, pupils and parents, and now place more emphasis on pupils taking responsibility for their own learning.</p> <p>Through the Achievement Logs pupils are encouraged to set regular targets for their learning and to reflect on their achievements.</p> <p>A number of opportunities are provided for pupils to be actively involved in the life of the school.</p>	<p>Analyse information from standardised testing to identify areas in which attainment should be improved</p> <p>Use information from standardised testing and tracking to help inform teachers judgment on pupils requiring additional support</p> <p>Use information from tracking to ensure best use made of Support for Learning Teacher and Assistance</p> <p>Introduce monthly attainment meetings with staff to more closely monitor pupil attainment</p> <p>Increase pupils sense of involvement in wider life of the school</p>

	<p>Pupils are complimented by the community on their confidence, attitudes, and behaviour.</p> <p>Senior pupils have the opportunity to participate in a residential experience.</p>	
<p>2. How well does our school support children/young people to develop and learn? (QIs 5.1; 5.3; E1-5)</p>	<p>Key Strengths</p>	<p>Key areas for development</p>
<p>Evidence:</p> <p>Transitions projects</p> <p>Planning</p> <p>Tracking</p> <p>Learning Tree</p> <p>Additional Support for Learning</p> <p>Family Learning Week</p> <p>Pupils Profiles</p> <p>Achievement Logs</p> <p>Satisfaction Survey</p>	<p>Planning and tracking systems in place are used to monitor attainment and identify pupils requiring support.</p> <p>Staff have actively engaged in Cluster initiatives to improve pupil learning, such as Moderation and development of Progression Routes in Language and Maths.</p> <p>Pupils are motivated to do their best and their achievements valued through Star Pupil awards and their work being displayed on the Learning Tree.</p> <p>Staff work closely to ensure effective transitions between classes and with others to facilitate smooth transitions from nursery and to secondary.</p> <p>Changes have been made to Achievement Logs, which will encourage pupils to take responsibility for their learning by setting targets and reflecting on their achievements.</p> <p>Pupils responses to recent Satisfaction Survey tell us that they feel the school is helping them to be more confident and pupils are significantly more positive in their attitudes towards school than they were 2 years ago</p> <p>Staff work effectively with outside agencies to support pupils learning.</p> <p>Staff are forward thinking and willing to introduce new initiatives to engage children in their learning, eg, weekly CAPER sessions have been introduced in P1/2, and pupils have told us that they are</p>	<p>In the face of reduced Support for Learning input, investigate alternative ways to support low achieving pupils</p> <p>Monitor the use of the new style Achievement Log document</p> <p>Monthly attainment meetings</p> <p>Develop use of Achievement Logs as a tool for engaging pupils in talking about how to improve their learning</p> <p>Introduce Progression Routes in Maths and Language as a tool to further identify pupils requiring additional support</p>

	enjoying the weekly rotation of music, ICT and science lessons.	
3.. How well does our school improve the quality of its work? (QIs 5.9)	Key Strengths	Key areas for development
Evidence: Collegiate working School Improvement Plan Learning Leaders Parental Involvement Satisfaction Survey	<p>We continue to have very good relationship between cluster schools, and staff have engaged in a number of initiatives to improve learning and teaching in our respective schools, eg, moderation and development of progression routes</p> <p>Staff have embraced the role of Learning Leaders through: leading the development of science throughout the school by undertaking additional qualifications and sourcing funding for equipment; by representing the school at Authority moderation events and providing feedback to whole staff; and by becoming involved in Authority Building the Curriculum development initiative.</p> <p>Increasing efforts are being made to engage with all stakeholders in seeking their views eg the use of a focus group including staff, parents and pupils to redesign the Achievement Logs; including community and professional partners for the first time in this sessions Satisfaction Survey.</p> <p>This year's Satisfaction Survey showed increase in positive responses to key indicators across all groups.</p> <p>We actively reflect on our policies and procedures, and consult widely when we feel changes are necessary.</p>	Ensure all staff, regardless of time commitment, are able to contribute to the management of the school
4. How well do we promote equality / diversity? (QI 5.6)	Key Strengths	Key areas for development
Evidence: Equality Policy Pupil Involvement	<p>We have a robust Equality Policy.</p> <p>We have a strong ethos of respect and fairness.</p> <p>We are focused on putting our values into action and have recently reviewed and amended them to</p>	Encourage further engagement with parents

Community Links	<p>make them more meaningful.</p> <p>Through our Satisfaction Survey, pupils tell us that they feel they are treated fairly and with respect.</p> <p>We take steps to reduce the barriers to learning for pupils, putting in place strategies to ensure all pupils can access learning to the best of their ability.</p> <p>We welcome all members of the community in our school, and actively work with community groups to enhance pupils' learning.</p>	
<p>5. How good are our Leadership and Management and our Quality Assurance Arrangements (Possible QIs 9.1-9.4; 5.9 / 6.3 / 7.2; 7.3)</p>	<p>Key Strengths</p>	<p>Key areas for development</p>
<p>Evidence:</p> <p>Visions, Values and Aims</p> <p>Staff Meetings</p> <p>Learning Leaders</p> <p>Planning and Tracking</p>	<p>We actively review our Visions, Values and Aims to ensure that we have a clear, meaningful and shared focus for the improvement of the school.</p> <p>Staff meet regularly to discuss general school matters and contribute to the development of specific learning and teaching issues.</p> <p>Staff take on responsibilities in leading learning, are supportive of each other and willing to share good practice.</p>	<p>Ensure all staff, regardless of time commitment, are able to contribute to the management of the school</p> <p>Introduce monthly attainment meetings to facilitate reflection on improvement strategies</p>

SECTION 3

3. Capacity for Improvement - Statement

Based on your evaluations in parts 1 and 2 earlier, please provide a statement about your school's overall capacity for improvement. You should consider relevant school self-evaluation evidence, including key strengths / development areas noted in part 2 of this report. You should also consider any contextual issues which may have a bearing on the school's current capacity. Please provide a brief narrative to support your statement.*

For further advice, please refer to J-to-Excellence, part 4, Appendix 2 <http://www.journeytoexcellence.org.uk/about/keydocuments/part4.asp>

Exemplar Statement 'Openers'

- *The school has a (very) significant capacity for improvement, with a track record of delivering high quality provision for all its pupils. Pupils continue to achieve success in ... Views of stakeholders indicate that...etc.*
- *The school demonstrates capacity for improvement, but requires to further develop its self-evaluation processes. The school continues to promote opportunities for high-quality professional dialogue*
- *Currently, the school has limited capacity for improvement due to a significant staff recruitment difficulty, although pupil experiences continue to be...*

Our School's Capacity for Improvement:

Overall, our school demonstrates a capacity for improvement through:

- the professional commitment and expertise of its staff;
- the willingness of its staff to engage with new initiatives;
- engagement with highly effective cluster working;
- an ethos of high expectation in behaviour and learning;
- supportive links with the local community.

However, we will face challenges in the coming year with the reduction of the school role resulting in us becoming a 2 class school with relatively high class sizes. The resulting loss of staff also means that we will lose particular expertise in science. In addition we face a reduction in Support for Learning Assistant time from 10 to 2 hours which will impact on the support we can give to pupils with learning needs. The Cluster Working Review is also likely to have an impact on staffing, although it has yet to be confirmed whether this will affect us during the coming session.

SCHOOL IMPROVEMENT PLAN

Key Improvement Priorities : Three Year Overview

Please provide outline details of school priorities for the next 3 years. Priorities should take account of the school's context and development needs; Education Services Business Plan priorities; local/national CfE implementation advice; cluster priorities.

YEAR 1 2013/14	YEAR 2 2014/15	YEAR 3 2015/16
<p>Introduce regular attainment meetings with increased use of tracking to inform planning and focus support for learners</p> <p>Further develop outdoor learning as means to engage learners and raise attainment</p> <p>Evaluate impact on learners of 'specialised' learning afternoon</p> <p>Develop opportunities to share learning with pupils and parents</p> <p>Review Achievement Logs and amend if necessary</p> <p>Monitor moderation of literacy and numeracy across school / cluster / authority.</p> <p>Evaluate the impact on learners of the cluster transition process and identify next steps for further development.</p> <p>Further develop HOTS to enhance all learning.</p> <p>Review and amend, where necessary, school and cluster planning including bundling Es & Os, core skills and tracking to reflect Building the Curriculum.</p> <p>Address the implications of the Cluster Working Review (Partnership Schools).</p>	<p>Evaluate impact of tracking and standardised assessment on attainment</p> <p>Evaluate use of outdoor learning in raising attainment</p> <p>Evaluate success of sharing learning with parents and pupils</p> <p>Embed use of Achievement Logs</p> <p>Implement the next steps for further development in the transition process.</p> <p>Embed HOTS, Moderation and enhance AiFL approaches.</p> <p>Implement cluster planning (3-18) including bundling Es & Os and tracking to reflect Building the Curriculum.</p> <p>Further develop opportunities for staff collaboration within partner schools and the wider cluster.</p>	<p>Embed use of tracking and assessment information to raise attainment</p> <p>Embed cluster planning and tracking.</p> <p>Further support the development of transition process.</p> <p>Review involvement of other agencies in cluster planning.</p> <p>Continue to develop opportunities for staff collaboration within partner schools and the wider cluster.</p>

Key Priorities – What are our next steps?

School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community)	Key Tasks	Planned Management of Key Improvement Area Lead Person(s), Resources, Time Allocations (collegiate sessions, etc)
No.	Title/descriptor			
1	Attainment	<p>Increased levels of attainment in core skills as measured by AfE, Accelerated Reading, and Big Writing criteria</p> <p>Increased level of engagement of pupils in learning</p>	<p>Introduce monthly attainment meetings</p> <p>Integrate regular outdoor learning into planning</p> <p>Build capacity and skills in staff in how to interpret AfE results</p> <p>Build capacity and skills in staff in using targets and reports in Accelerated Reader</p> <p>Share good practice in sharing learning intentions / success criteria / target setting</p> <p>Review success of specialist/discreet teaching in IT, science, music</p>	<p>HT / class teachers</p> <p>Raising Attainment Team / class teachers / classroom assistants (voluntary) – collegiate meetings</p>

2	Moderation	<p>Greater consistency in learning for pupils</p> <p>Increased consistent use of information about prior learning to facilitate improved achievement for all pupils</p> <p>Increased attainment</p>	<p>Ensure staff have a shared understanding of standards which ensures progression of learning and informs teachers and pupils of next steps</p> <p>Provide opportunities for dialogue between and amongst staff at collegiate and cluster meetings</p> <p>Facilitate discussions between primary and secondary staff to share standards</p>	<p>HT and class teachers</p> <p>CfE team</p> <p>Led by school representatives</p> <p>Primary and secondary teaching staff (funded from cluster budget)</p>
3	Transition	<p>Greater consistency in learning for pupils</p> <p>Pupils consistently build on prior learning</p> <p>Increased attainment</p>	<p>Implement use of Progression Routes as a benchmarking tool to exchange transition information</p> <p>Identify Es & Os to be covered for all planned transition activities using cluster planning format</p> <p>Develop a questionnaire to assess pupil confidence at beginning and end of year</p>	<p>Class teachers</p> <p>P7 teachers and secondary staff</p> <p>P7 teachers and secondary staff</p> <p>Secondary buddies</p>
4	HOTS	<p>Raise attainment by increased engagement of learners</p>	<p>Identify use of HOTS in daily and IDL plans</p> <p>Build capacity and skills in staff in using HOTS</p>	<p>HT / Class teachers</p> <p>Class teachers / Classroom assistants</p>

5	Planning	<p>Greater consistency in learning for pupils</p> <p>Pupils consistently building on prior learning</p> <p>Increased attainment</p>	<p>Introduce success criteria to daily plans</p> <p>Adopt common cluster planning format for IDL</p> <p>Facilitate collegiate working to create exemplar bundles of Es & Os at each level related to cluster resources</p> <p>Implement use of Progression Routes in Language and Maths</p>	HT / Class teachers
6	Engagement	<p>Increase levels of pupil and parent satisfaction</p> <p>Increase levels of pupil motivation</p> <p>Pupils have greater ownership and understanding of their own progress</p>	<p>Review use of Achievement Logs and amend as necessary</p> <p>Create pupil forums display</p> <p>Consult with parents regarding ways to increase parental involvement and improve communication re their child/ren's progress</p>	All staff / pupils / parents
7	Cluster Working Review	<p>Clarity of information on the development of partnerships</p> <p>Enhanced opportunities for learners and staff</p>	<p>Disseminate information and protocols to all relevant stakeholders</p> <p>Identify and support opportunities for enhance interaction within partner schools</p>	<p>HT / Local authority</p> <p>All staff / school community</p>