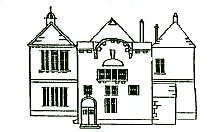


**BUSBY PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE CENTRE**

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**IMPROVEMENT PLAN 2018 – 2019**

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| **Values**  **Respect, Responsibility, Honesty, Fairness and Courage** |
| **Vision**  **To be a happy, caring and inclusive school where everyone is valued and encouraged to reach their full potential.** |
| **Busby Primary School and Early Learning and Childcare Centre aim to:**   * Promote the health & wellbeing of Busby Primary School and its Community. * Provide an inclusive, nurturing environment for everyone in the school community. * To work as a team to recognise and celebrate achievement. * Follow the code of conduct to contribute to the positive school ethos. * To provide high quality learning and teaching experiences within a bright and stimulating environment. * Provide a broad, balanced and innovative curriculum with high expectations of achievement and equal opportunities for all pupils. |

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| **School Improvement Priorities for 2018-2021** | | |
| **2018 - 2019** | **2019 - 2020** | **2020 - 2021** |
| **Literacy Strategy** | | |
| **Numeracy & Maths Strategy** | **Pupil Participation** | |
| **Profiling and Achievement** | |  |
| **Parental Engagement Strategy** | |  |
| **Digital Learning and Teaching Strategy** | | |
| **Early Learning and Childcare Expansion Plan** | | |

# BUSBY PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE CENTRE

# IMPROVEMENT PLAN 2018 - 2019

**SUMMARY OF PLAN**

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| **EDUCATION DEPARTMENT VISION** | **TARGETS FOR 2018/19** | **QUALITY INDICATORS** | **GIRFEC INDICATORS** | **5 CAPABILITIES**  **IN EDUCATION** | **NIF PRIORITY** | **ERC STRATEGIC PLANNING**  Securing everyone Attaining, Everyone Achieving Through Excellent Experiences |
| Everyone Attaining | 1. To raise attainment in Literacy and Numeracy | **1.2** – Leadership of Learning  **2.3** – Learning, Teaching and Assessment  **3.2** – Raising Attainment & Achievement  **3.3** – Increasing Creativity and Employability | Achieving  Nurtured  Active  Responsible  Included | Prevention  Data | 1 & 2 | ERC Numeracy and Mathematics and Literacy and English Strategies  Improved outcomes for identified groups through Pupil Equity Fund  Establish effective assessment, moderation and quality assurance procedures |
| Everyone Achieving | 2. To recognise and evidence pupil achievement  3. To increase parental engagement | **1.2** – Leadership of Learning  **2.3** – Learning, Teaching and Assessment  **2.5** – Family Learning  **2.6** – Transitions  **2.7** – Partnerships  **3.1** – Ensuring Wellbeing, Equality And Inclusion  **3.2** – Raising Attainment & Achievement  **3.3** – Increasing Creativity and Employability | Achieving  Nurtured  Active  Respected  Included | Community Engagement  Digital | 3  2 & 3 | Develop system for the recording, reporting and celebration of the personal achievements  ERC Parental Engagement Strategy |
| Through Excellent Experiences | 4. To provide High Quality Learning experiences for all pupils  5. To expand our ELCC provision ensuring the wellbeing of all children and their families | **1.2** – Leadership of Learning  **2.3** – Learning, Teaching and Assessment  **3.1** – Ensuring Wellbeing, Equality And Inclusion  **3.2** – Raising Attainment & Achievement  **3.3** – Increasing Creativity and Employability | Safe  Healthy  Achieving  Nurtured  Active  Respected  Responsible  Included | Community Engagement  Digital | 1 & 4  1 & 3 | ERC Leadership Strategy  ERC Digital Learning and Teaching Strategy  Early Learning and Childcare Expansion Plan  Council’s Early Years Strategy |

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| **Priority:** | **To raise attainment in Numeracy and Literacy** | | | | | | | |
| **NIF Priorities:** | | **1 & 2** | | **Quality Indicators:** | **1.2, 2.3, 3.2, 3.3** | | | |
| **NIF Drivers:** | | **School Leadership, Teacher Professionalism, Assessment of children’s progress, School Improvement, Performance Information** | | **Local Improvement Plan:** | **ERC Numeracy and Mathematics and Literacy and English Strategies, Improved outcomes for identified groups through Pupil Equity Fund, Establish effective assessment, moderation and quality assurance procedures** | | | |
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| **Impact and Outcomes** | | | **Action**  (including personnel) | | | **Timescale** | **Resources** | **Monitoring & Evaluating** |
| Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.  Teacher judgements are reliable and based on robust and valid evidence.  Maintain levels of pupils achieving early level literacy and numeracy targets by the end of P1.  We ensure children and young people have access to high-quality learning in literacy and numeracy and achieve a range of skills and attributes through a wide range of activities.  The school’s data demonstrates our current learners are making very good progress.  There is a reduction in unnecessary workload and bureaucracy. | | | Analysis of attainment and achievement data will be used to develop the staff’s understanding of their learners and their progress.  **(All teaching staff led by HT)**.  Identified pupils receive targeted support to improve experiences  **(See PEF Plan)**.  Staff will engage in regular moderation activities in school and across the cluster **(HT and DHT)**.  Benchmarks and evidence will be used to inform teacher judgements **(HT)**.  **Literacy Strategy (HT)**   * Revisit spelling policy and staff development on the teaching of Spelling/Phonics * Resource and develop Digital Literacy across all stages of the school * Audit pupils’ reading experiences/texts used in N-P7. * Introduce a new streamlined short term planning and assessment format for literacy. * Moderation of planning and assessment in Literacy.   **Numeracy and Mathematics Strategy –(DHT)**   * Introduce new ERC Numeracy and Maths planners * Develop whole school mental maths strategy using ‘Number Talks’ and embed in daily practice. * Revise Mental Maths policy * Create Mental Maths homework resources. * Staff development of teaching methodology in Numeracy and Maths * Flexible groupings to be trialled in Maths. | | | Termly  August 2018  Termly  Termly  In-set 2  In-set 2  Sept-March 19  By Dec 18  Termly  By Dec 18  By May 19  Term 1 & 2 | CLPL for staff  Professional dialogue  Stage meetings  Staff development  Tracking Database  HIGIOS4  Benchmarks  Reading Recovery  Number Talks  Working Groups  Early Years Strategy  Parenting Strategy  ERC Literacy Strategy  ERC Numeracy Strategy | Analysis of assessment evidence inc. CfE judgements, SNSAs  Pupil dialogues  Learning visits  Professional dialogues and target setting minutes.  Analysis of attainment information inc. Standardised Tests  Forward Plans  PEF Plan and Report |

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| **Priority:** | **To recognise and evidence pupil achievement** | | | | | | | |
| **NIF Priorities:** | | **3** | | **Quality Indicators:** | **1.2, 2.3, 2.6, 2.7, 3.2, 3.3** | | | |
| **NIF Drivers:** | | **Parental Engagement, Assessment of children’s progress, School Improvement, Performance Information** | | **Local Improvement Plan:** | **Develop system for the recording, reporting and celebration of the personal achievements** | | | |
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| **Impact and Outcomes** | | | **Action**  (including personnel) | | | **Timescale** | **Resources** | **Monitoring & Evaluating** |
| We provide a wide range of opportunities and support to ensure children and young people take advantage of a wide range of opportunities to  lead their own learning, successes and achievements  Learners’ achievements in and out of school will be recorded and recognised. They will understand how these achievements help them develop knowledge and skills for life, learning and work.  Information about the pupils’ learning and achievements will be used effectively to ensure continuity in learning across the curriculum.  Profiling will be used effectively to inform and improve future learning. They will be used with pupils to discuss their progress and to support continuity in learning at transitions. | | | **Pupil Profiling Working Group (DHT)**   * Working group established to create new digital format for pupil profiling * Examples of good practice to be explored * Language of Learning to be established developed in pupils across all stages * Devise a manageable system for completing entries to profile, which allow the pupils to take responsibility for their own learning, successes and achievements. | | | Sept – May 19  By January 19 | Questionnaires/ research  Visit other establishments  CLPL for staff  Professional dialogue  Working Group  ERC Digital Strategy | Self-evaluation  Pupil dialogues  Pupil Profiles  Achievement data/ records  Parental Feedback  Class Blogs |
| **Achievement (HT)**   * Revise the Achievement Assembly format and criteria for receiving an award to increase fairness and equality * Use new pupil profiles to record achievements and understand and link them to skills for life, learning and work. * Develop a system to recognise pupils’ wider achievements in class and as a whole school. * Create opportunities for pupils and parents to share learning, successes and achievements * Staff digital skills to be developed to allow for regular class blogs - sharing learning, successes and achievement | | | Aug – Dec 2018 | Questionnaires/ research  Pupil Council  Parent Group  ERC Digital Strategy |

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| **Priority:** | **To increase parental engagement** | | | | | | | |
| **NIF Priorities:** | | **2 & 3** | | **Quality Indicators:** | **2.5, 2.6, 3.1** | | | |
| **NIF Drivers:** | | **Teacher Professionalism, Parental Engagement, School Improvement** | | **Local Improvement Plan:** | **ERC Parental Engagement Strategy** | | | |
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| **Impact and Outcomes** | | | **Action**  (including personnel) | | | **Timescale** | **Resources** | **Monitoring & Evaluating** |
| Partnership work with parents and carers will be based on mutual trust and respect.  We will involve parents and carers in shaping policy and improvement  We will support parents/carers to actively participate in, contribute to and understand in their children’s learning, attainment and achievement.  Creative approaches will be used to engage families.  We will increase opportunities for pupils and their families to understand value and celebrate diversity.  We will use our shared understanding of *Getting it Right for Every Child* (GIRFEC) to meet the needs of families.  We will monitor participation to ensure that family learning opportunities are responsive to the needs of families | | | We will continue to promote our school as a warm environment where parents feel valued and respected. Opportunities will be given to build relationships with staff through events, initiatives and committees/groups e.g. Drop-in Sessions with MT, regular assemblies and learning workshops, parent working groups through ELCC. **(HT)**  Parents will be involved in shaping school improvements through regular evaluations/questionnaires to improve information sharing. They will be invited to take part in school improvement workshops on improving literacy provision for our pupils through reading and spelling strategies. **(HT)**  We will host curriculum based parent workshops to develop understanding of the child’s learning. **(HT)**  We will provide ‘Family Learning Events’ that pupils and their families can come to and participate in learning together as a family. **(PTs)**  1. Learning Workshops  2. Multi-cultural evening  3. Outdoor Learning  Parents will be invited to lead Golden Time activities, working in partnership with staff and pupils.  **Family Centred Accreditation** **(PT)**   * Whole staff self-evaluate current practice using Gold indicators and an Action Plan will be devised. * Areas for development will be addressed through staff CLPL and procedures improved for supporting families. * Parent representatives will be invited to support school developments through identified sub-groups. * Staff will plan parental events and opportunities support their children’s learning. * School will be accredited through peer visits. | | | On-going  After events  April 2019  Term 1  Weekly  By March 2020 | Parent Consultation  Parent Council  Evaluations/ questionnaires  Parental Workshops  Family Learning Events  Family room  Cluster Colleagues  ERC Parental Engagement Strategy  Family Learning Framework  Neighbourhood Group  Family Friendly Documentation | Questionnaire and Survey Data  Professional dialogue  Pupil dialogue  Family feedback  Parental events and engagement  Self-evaluation data |

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| **Priority:** | **To provide high quality learning experiences for all pupils** | | | | | | | |
| **NIF Priorities:** | | **1 & 4** | | **Quality Indicators:** | **1.2, 2.3, 3.2, 3.3** | | | |
| **NIF Drivers:** | | **School Leadership, Teacher Professionalism, Assessment of children’s progress** | | **Local Improvement Plan:** | **ERC Leadership Strategy, ERC Digital Learning and Teaching Strategy** | | | |
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| **Impact and Outcomes** | | | **Action**  (including personnel) | | | **Timescale** | **Resources** | **Monitoring & Evaluating** |
| Our staff will participate in individual and collective professional learning which improves outcomes for learners. We will engage regularly in professional dialogue to develop collective understanding.  Outdoor learning will be a regular, progressive, curriculum-led experience for all learners.  Pupils’ skills will be kept up-to-date with technological advances informed by a range of sources including the expertise of the young people themselves.  Our learners will develop the necessary resilience and confidence to enable them to take responsibility for their own learning and progress, giving them greater confidence and skills in leading their own learning and that of others.  Creativity skills will be recognised, articulated and valued by practitioners and learners and practically applied as a higher-order thinking skill. Pupils will be able to transfer their creativity skills to new contexts. | | | **Staff Career-Long Professional Learning (HT and Leadership Team)**   * Staff will engage in individual and collective CLPL which will have a direct impact on the quality of the learning experience for the pupils * Staff will share own skills with colleagues through informal CLPL sessions and will have opportunities for professional dialogue to improve outcomes for learners * Staff will develop knowledge and understanding of professional inquiry and how this relates to classroom practice   **Outdoor learning (PT and Outdoor Champion)**   * Staff training in outdoor learning * Staff have opportunities to trial outdoor experiences and engage in peer visits to observe and share good practice. * Staff will make relevant links to outdoor learning and will be discussed during professional dialogue. * The management team will support outdoor learning through the purchase and provision of resources.   **High Quality Learning and Teaching (HT)**   * Staff development on effective ways to provide opportunities for pupils to lead their own learning. Staff will research and share examples of good practice collectively * Creativity will be embraced and embedded in learning and teaching * Pupils will be given regular opportunities to think and learn creatively, including applying their creativity in new contexts * Playful Pedagogy will be embedded in P1 and a similar approach will be adopted in P2.   **Digital Learning and Teaching Strategy (DHT and Digital Leaders)**   * There will be regular opportunities for staff CLPL in using Microsoft and Google Tools and VR Headsets.One key focus will be developed across the school each term and staff will support colleagues. | | | Termly  Term 1  Term 1  Inset 2  On-going  On-going  Termly | Staff development  ERC Leadership Strategy  GTCS Professional Standards  Professional Dialogue  CLPL for staff  Link QIO  Visit other establishments  CfE Through Outdoor Learning  What is Creativity - Scotland's Creative Learning Plan 2013  ERC Playful Pedagogy Training  ERC Digital CLPL  Digital Leaders | Learning visits  PRD conversations    Pupil dialogues  Opportunities for relevant and purposeful outdoor learning will increase.  Learning visits  Planning documentation  Pupil Profiles  Class Blogs |

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| **Priority:** | **To expand our ELC provision ensuring the wellbeing of all children and their families.** | | | | | | | |
| **NIF Priorities:** | | **1 & 3** | | **Quality Indicators:** | **HGIOELC - 1.2, 1.3, 1.4, 2.3, 3.2, 3.3, 3.1** | | | |
| **NIF Drivers:** | | **School Leadership, Parental Engagement, Assessment of children’s progress** | | **Local Improvement Plan:** | **Early Learning and Childcare Expansion Plan, Council’s Early Years Strategy** | | | |
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| **Impact and Outcomes** | | | **Action**  (including personnel) | | | **Timescale** | **Resources** | **Monitoring & Evaluating** |
| Our nursery settings will have a welcoming and inclusive ethos which will be promoted by all practitioners.  We will build relationships and promote the wellbeing of all our children and their families, based on mutual respect, honesty and trust.  Our learning environments will provide structure and flexibility for families which will be built on positive relationships which lead to high-quality learning outcomes.  Practitioners will have opportunities to learn with and from each other, both in and beyond our settings to sustain high standards early learning and childcare.  We will have a shared understanding of what our settings are trying to achieve to create rich and meaningful opportunities for our children.  Tracking and monitoring of children’s progress will be used effectively to secure progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage. | | | **Collaborative Working (HT, PT and all staff)**   * Staff will create a positive ethos in the new nursery setting to embrace the change in provision. * Parents will be provided with opportunities to spend time in the nursery settings. * Staff will take time to get to know children and their families and establish positive relationships with them. * Through consultation parents will help to shape the new learning environment over time * Staff from across both settings will meet regularly to plan high quality learning experiences, share ideas and moderate pupil progress   **Learning Environments (HT and PT Nursery)**   * Our learning provision will provide 600 and 1140 hours of childcare, including the option of extended hours. * Hot school lunches will be provided for 1140 hours children * The structure of the day will be revised to meet the needs of children who are in for full and extended days. * Children will be given the opportunity to learn in both settings at appropriate planned times. * The outdoor learning environments will be further developed to offer pupils high-quality learning experiences.   **Staff Development (PT Nursery)**   * Staff will be deployed to ensure a mix of new and experienced practitioners in both settings. * Staff will be given opportunities to work collaboratively to share expertise * Staff will have opportunities to spend time in both settings and in other establishments to observe good practice in extended hours. * Training opportunities, including First Aid, will be offered where possible to up-skill staff, particularly new staff   **Attainment and Achievement (DHT and PT Nursery)**   * Children’s experiences will be tracked and recorded to evidence progress and achievement * Nursery staff will work collaboratively with Primary 1 staff to increase achievement of Developmental Milestones * Pupil Profiles will be used with pupils to discuss their learning, successes and achievements | | | August 2018  Term 1  Termly  August 2018  By October 2018  August 2018  By June 2019  Weekly  Term 1  Termly | ERC Early Year Strategy  Building the Ambition  HGIOELC  A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.  Staff CLPL  Training Courses  Visits to other establishments  Neighborhood Group | Parental Consultation/ feedback  Professional dialogues  Pupil dialogue  Self-evaluation  PRD conversations  Attainment information  Tracking database  Pupils Profiles  Big Books  Planning documentation  Learning Visits |