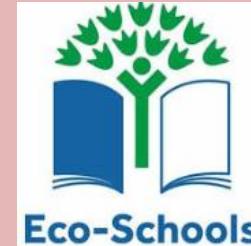# Crookfur Primary School

Improvement Plan

2017/2018

School Aims – Planning for Excellence

In Crookfur Primary School, we continue to pursue the achievement of excellence in all aspects of our work.
Our vision is one of Everyone Attaining, Everyone Achieving through Excellent Experiences. We embrace the Values and Principles of Curriculum for Excellence to provide an education of the highest quality that will enable all young people to become: Successful Learners; Confident Individuals; Responsible Citizens; Effective Contributors. We work to ensure we get it right for every child (GIRFEC) and that all children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

This will equip our learners with skills and attitudes for lifelong learning and will prepare them for life beyond the school.

This vision is supported by a number of strategies including the following:

- ✓ Ensuring breadth and balance across the curriculum
- ✓ Raising attainment through self-evaluation and improvement
- ✓ Providing a quality learning environment which stimulates and motivates pupils
- ✓ Supporting pupils by providing personal and social development and active health
- ✓ Effective deployment of staff and resources as well as close partnership working between home, school and local community
- ✓ Ensuring the development of excellence by fostering high quality leadership at all levels

Learning, Caring and Working Together To Be All We Can Be

School Improvement Priorities for 2017-2020		
2017/18	**2018/19**	**2019/20**
To improve attainment and achievement in Reading, particularly amongst the lowest performing 20%	Effectively recognise achievement and raise attainment across learning, particularly in Literacy, Numeracy and Health and Wellbeing	Effectively recognise achievement and raise attainment across learning, particularly in Literacy, Numeracy and Health and Wellbeing
To improve attainment and achievement in Numeracy and Mathematics, particularly within lowest performing 20%		
To provide excellent support for pupils and embed the principles of GIRFEC by developing a nurturing approach	To provide excellent support for pupils and embed the principles of GIRFEC by developing a nurturing approach	To further develop effective partnership approaches to embed support processes
To ensure that all children are achieving and attaining through excellent experiences	To develop progressive, curriculum led experiences for all learners through outdoor learning	Continue to design a curriculum that is engaging and relevant for all pupils and develops skills for life, learning and work
To develop the quality and impact of leadership at all levels to improve the life and work of the school	To embed the use of HGIOS 4 as an audit to ensure quality self-evaluation and continuous improvement	

Leadership and Management					
Priority- To develop the quality and impact of leadership at all levels to improve the life and work of the school					

NIF Priority- Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people	QIs- 1.1, 1.2, 1.3, 2.7
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, School Improvement	LIP- Higher levels of parental engagement in their children's learning and the life of the school An ethos of high expectations and achievement in every school and service

Expected Outcome and Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Staff, pupils, parents and partners are involved in improving the life and work of the school	Improve methods of communication between home and school: Introduction of homework/ communication diaries Re-establish high quality termly newsletters from classes Use of digital technology to support improved school calendar for parents & staff Termly "coffee and chat" parent focus groups Termly open afternoons/ evenings for parents/partners to share in learning Enhanced opportunities for parental involvement e.g. helpers	School Leadership Team Teaching Staff Business Support Staff Parents/Pupils/Partners	From Aug '17 and ongoing	Microsoft Office suite of resources available through Glow Groupcall messenger Parental Engagement Strategy CfE Action Plan 2016-2019	Parental feedback Pupil dialogue Minutes of meetings Analysis of questionnaires/evaluations Comments in communication diaries
Increased opportunities for pupils to be meaningfully involved in school improvement and leading learning	Enhance profile of Pupil Council through establishment of clear action plan for the year relating to School Improvement Priorities	L David (Principal Teacher) Pupil Council	From Aug '17 and ongoing		
The Parent Council has a clear role in contributing to continuous improvement Higher levels of parental engagement in their children's learning and the life of the school	Foster effective working relationships with Parent Council Revise approaches to communicating the role of the Council and its work with the school and wider parent forum Engage Parent Council in developing programme of Parent Workshops for Literacy, Numeracy and Health and Wellbeing	School Leadership Team Parental Engagement Coordinator Parent Council	From Aug '17 and ongoing		

Leadership and Management					
Priority- To ensure all children are achieving and attaining through excellent experiences					
NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children			QIs- 1.1, 1.3, 2.2, 2.3, 3.2, 3.3		
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of children's progress, Performance information			LIP- Improved reading, writing and mathematics attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people		

Expected Outcome and Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Teaching staff are proficient in using data to ensure progression and to secure improved outcomes for learners	CLPL training to support staff to effectively analyse and interrogate data	QIO Team/ School Leadership team Teaching staff	August in service, termly tracking meetings	BTC 5 CFE Benchmarks ERC Tracking Database Quality Improvement Team National Improvement Framework Delivering Excellence and Equity Plan Authority CLPL CfE Action Plan 2016-2019	Attainment data Quality assurance calendar Quality assurance procedures- learning visits, monitoring of pupil work, displays Professional dialogue/Planning Evidence generated through moderation events/LAR Feedback from staff PRD & CLPL records Pupil dialogue
	Devise and implement a robust calendar of quality assurance activities to ensure evidence based self-evaluation	School Leadership Team	Aug '17- June '18		
All staff have consistently high shared expectations of learners' achievement and attainment	Full participation in school, cluster and authority level moderation activities	School Leadership Team Teaching staff Moderation Facilitators	Sept '17 and ongoing		
	Working group to devise quality, manageable approaches to assessment and profiling which are characterised by say, make, write, do	Working group	By Dec '17		
Learners' experiences are enriched by creative learning environments and approaches to learning and teaching	Continue to develop Playful Pedagogy in P1 and P2	Nursery, P1 and P2 staff School Leadership Team	Aug '17 and ongoing		
Pupils, staff and parents have increased confidence and skill in using digital technologies, leading to Digital Schools Award	All teaching staff to gain Microsoft Innovative Educator certification	ICT Coordinator Digital Leader Teaching Staff	By June '18		
	Increase usage of Glow and other digital and online resources as a means to enhance learning and teaching	Teaching Staff Pupils Parents	Aug '17 and ongoing		

Learning Provision	
Priority- To improve attainment and achievement in Reading, particularly within lowest performing 20%	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy	QIs- 1.2, 2.2, 2.3, 3.2,
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.

Expected Outcome and Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
An improvement in the attainment of pupils, particularly disadvantaged children	Implementation of ERC Literacy Strategy	Teaching staff (SMcG to coordinate)	From Aug '17	ERC Literacy Strategy Curriculum Development (1.5 hours per term)	Attainment data Quality assurance procedures- learning visits, monitoring of pupil work, displays
Teachers provide consistently high quality learning experiences based upon skilful application of educational theory and research	Working group to evaluate and revise planning approaches for reading (Early- Third Levels) and develop revised school policy on teaching of reading	Literacy and English Development Group (Early to Third Level)	By Jan '18	Funding for Lowest Performing 20% ERC Tracking Database and analysis of available data Replacement teacher/ cover equivalent to 9 days for	Professional dialogue/Planning Evidence generated through moderation events/LAR Feedback from staff PRD & CLPL records
A culture of reading for enjoyment across all stages of the school, highlighting increased motivation and enjoyment	Teachers undertake appropriate CLPL in relation to teaching of reading e.g. authority Phonological Awareness training (Loose Parts), learning visits, professional reading and enquiry	Teaching Staff	From Aug '17 and ongoing	development group Investment in reading resources e.g. Rapid Reading to support "Buddy" programme (Pupil Equity Fund) School Improvement	Pupil dialogue Attendance figures for workshops Parent evaluations
Higher levels of parental engagement in their child's learning, promoting confidence and achievement	Teaching staff engage in a range of moderation activities at school, cluster and authority level with a focus on identifying quality and progression in reading experiences	Teaching Staff	From Aug '17 and ongoing	Partnership Analysis of tracking data, highlighting focus group for support CfE Action Plan 2016-2019	
	Establish pupil "reading buddies" programme	Teacher (funded to support LP 20%) & Pupils	From Aug '17 and ongoing		
	Engage in celebrations of reading including, First Minister's Reading Challenge, Scottish Book Week, World Book Day and Cluster Reading Challenge	All staff, parents and pupils	From Aug '17 and ongoing		
	Programme of parental workshops organised in collaboration with Parent Council e.g. Storytelling, use of Digital Technologies	Literacy and English Development Group/ SMcG/ Parent Council	Termly		
	School Improvement Partnership (P4 boys)				

2017/18

Learning Provision					
Priority- To improve attainment and achievement in Numeracy and Mathematics, particularly within lowest performing 20%					
NIF Priority- Improvement in attainment, particularly in literacy and numeracy			QIs- 1.2, 2.2, 2.3, 3.2,		
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress			LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.		

Expected Outcome and Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
An improvement in the attainment of pupils, particularly disadvantaged children	Implementation of ERC Numeracy Strategy	Maths Champion (A Biggart, PT)	From Aug '17 and ongoing	ERC Numeracy Strategy Curriculum Development time– in-service training and development group (6 hours) Cluster Steering Group Funding for Lowest Performing 20% ERC Tracking Database and analysis of available data	Attainment data Quality assurance procedures- learning visits, monitoring of pupil work, displays Professional dialogue/Planning Feedback from staff Pupil dialogue Parent evaluations Wellbeing overviews
	Introduce 123 Maths programme for target group (10 mins daily practice)	ASN Teacher to coordinate & track with class teachers	From Aug '17 and ongoing		
A "Maths Positive" culture is evident across the school Numeracy is more evident across learning, with children able apply skills in a range of contexts	Revise planning approaches and pace of learning, particularly at Early and First Levels to ensure appropriate depth and greater opportunities to explore and apply numeracy across learning	Teaching staff	From Aug '17 and ongoing		
Teachers provide consistently high quality learning experiences based upon skilful application of educational theory and research	Embed "Flexible Thinking" approach piloted by group in 2016/17, including introduction across whole school	Num & Maths Curriculum Development Group (led by Maths Champion)	From Aug '17 and ongoing		
	Ensure that play based learning and outdoor learning experiences are numeracy rich and these are highlighted and articulated to children and through planning	Teaching staff	From Aug '17 and ongoing		
Higher levels of parental engagement in their child's learning, promoting confidence and achievement	Introduce use of cluster Numeracy and Maths home learning kits	Num & Maths Curriculum Development Group (led by Maths Champion) & Cluster Group	September 2017		
	Celebration of Scottish Maths Week as launch towards realising recommendations of *Making Maths Count* group	Num & Maths Curriculum Development Group (led by Maths Champion) & Cluster Group	September 2017		

Successes and Achievements					
Priority- To provide excellent support for pupils and embed the principles of GIRFEC by developing a nurturing approach					

NIF Priority- Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing			QIs- 2.4, 2.5, 3.1, 3.2,		
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement			LIP- Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential. A culture based on Getting it Right for Every Child An increase in the schools and centres putting nurturing approaches into place A positive culture in health and wellbeing in every school and service		

Expected Outcome and Impact	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Improved attainment across targeted pupils in Literacy, Numeracy and Health and Wellbeing	Establish a learning centre within the school	K Slorach (DHT) ASN Teacher Pupil Support Assistant Educational Psychologist	From August '17 and ongoing	Corporate Parenting Plan Advancing Excellence and Equity in East Renfrewshire ERC Tracking database Pupil Equity Fund Psychological Services Practice Level Agreement Active Schools Coordinator Boxall Profile QIO Team	Attainment data Quality Assurance activities Attendance rates Pupil dialogue Child's Wellbeing Plans Recorded instances of bullying Analysis of Boxall Profiles Minutes of professional dialogue Minutes of support meetings Evidence from planning and assessment Tracking information on loss of Golden Time etc
	CLPL for identified staff on Attachment and Nurturing approaches	External training providers Educational Psychologist	Sept '17 (1.5 hours Curriculum Development)		
	Introduction of Mindfulness Approaches to support specific learners	Partner provider- *Relax Kids* Educational Psychologist	Aug '17- Dec '17 (then evaluate)		
Increased engagement of children and families in learning and opportunities for personal achievement	Identify and implement creative approaches to engage families in learning e.g. through Outdoor Learning experiences, use of digital technologies	K Slorach (DHT) ASN Teacher Pupil Support Assistant Educational Psychologist	From August '17 and ongoing		
	Continue to promote positive school ethos and our Vision, Values and Aims through the House System	House System Coordinators House and Vice Captains	From August '17 and ongoing		
Targeted support effectively meets the needs of children and families	Evaluate revised Relationships and Behaviour Policy	K Slorach (DHT) ASN Teacher Pupil Support Assistants Cluster Group	Oct '17		
	Introduce more robust measures to track effectiveness of approaches to promoting positive behaviour				
All staff are fully up to date with local guidance and national legislation affecting the rights, wellbeing and inclusion of all children and young people which ensures that they are able to provide effective support	Implement planned programme of professional dialogue and training around GIRFEC legislation Introduce wellbeing evaluation grids to support early identification of wellbeing concerns/ targeted support requirements	K Slorach (DHT) ASN Teacher Educational Psychologist Quality Improvement Officer	From August '17 and ongoing		

Crookfur Nursery Class

Improvement Plan

2017/2018

2017/18

Leadership and Management					
Priority- To develop the quality and impact of leadership at all levels to improve the life and work of the nursery					
NIF Priority- Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people			QIs- 1.1, 1.2, 1.3, 2.7		
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, School Improvement			LIP- Higher levels of parental engagement in their children's learning and the life of the school An ethos of high expectations and achievement in every school and service		

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Staff, pupils, parents and partners are involved in improving the life and work of the school	Use of digital technology to support improved nursery calendar for parents Termly "coffee and chat" parent focus groups Extend staff leadership roles using national quality assurance tools such as HGIELC All staff to lead curriculum developments within the service	C Jamieson (Principal Teacher) L Adair (Nursery Teacher) Nursery Staff Business Support Staff Parents/Pupils/Partners	From Aug '17 and ongoing	Microsoft Office suite of resources available through Glow Groupcall messenger Care Inspectorate Report Parental Engagement Questionnaires The Mosaic Approach (A Clark and P Moss)	Parental feedback Children's Voice Photographs and evidence Minutes of meetings Analysis of questionnaires/evaluations
Increased opportunities for pupils to be meaningfully involved in nursery improvement and leading learning	Enhance profile of Children's Committees through establishment of clear action plan for the year relating to Nursery Improvement Priorities Adapt current planning approaches to support children leading their learning Staff CLPL – Starting from the Child	L Adair (Nursery Teacher) Child Committees	From Aug '17 and ongoing	Developing Young Workforce CfE skills framework Starting from the Child (J Fisher)	
The Parent Council has a clear role in contributing to continuous improvement Higher levels of parental engagement in their children's learning and the life of the nursery	Foster effective working relationships with Parent Council Revise approaches to communicating the role of the Council and its work with the school and nursery and wider parent forum Engage Parent Council in developing programme of Parent Workshops for Literacy, Numeracy and Health and Wellbeing	School & Nursery Leadership Team Parental Engagement Coordinator - TBC Parent Council	From Aug '17 and ongoing		
Children develop skills for life through everyday experiences	Children to be given opportunities to develop skills for life and learning through: ✓Decisions about spending nursery funds ✓Children taking responsibility for preparing and purchasing own snack ✓Development of Swedish approach to snack and lunch times	C Jamieson (Principal Teacher) S Black (SCDO)	From Aug '17 and ongoing		

2017/18

Learning Provision
Priority- To ensure that all children are achieving through excellent learning experiences.

NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	QIs- 1.1, 2.2, 2.3, 3.2, 3.3
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of children's progress, Performance information	LIP- Improved reading, writing and mathematics attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
All staff are more confident in discussing and making sound professional assessment judgements based on a wider range of knowledge and evidence	Staff to participate in moderation activities within the nursery and school, cluster and authority wide to enhance a shared understanding	C Jamieson (PT) L Adair (Nursery Teacher) All nursery staff	Aug '17 – ongoing	National Benchmarks Building the Ambition HGIELC Strathclyde University Early Years seminars Planning	Attainment data Quality assurance procedures- learning visits, monitoring of learning journals, zones. Professional dialogue/Planning
Improved transition progression across Early Level	Staff to work with primary teachers to promote further continuity of children's curricular experiences Nursery Teachers and identified CDO's to support 'playful pedagogy' approach in primary one Identified staff to attend Early Years Seminars alongside a member of Primary One	C Jamieson (PT) L Adair (Nursery Teacher) All nursery staff	Aug '17 - ongoing	Care Inspectorate report Children's Learning Journals Tina Bruce - Creative Play	Evidence generated through moderation events/LAR Feedback from staff PRD & CLPL records Dialogue with children Parent evaluations
Learners are motivated by a range of approaches and stimulating learning environments	Staff CLPL programme including Enabling Environments, learning visits, Reggio Emilia approach, Enhancing creativity, Staff interactions (intervening or interfering), Starting from the child and Active Listening Good practice visit to Springvale Early Years Centre and other centres of excellence	C Jamieson (PT) L Adair (Nursery Teacher) All nursery staff Educational Psychologist L Curran – external training provider	Aug '17 - ongoing		
Improved observation approaches to identify and evaluate play experiences that children find particularly challenging and engaging Improved approached to documenting daily planning based on children's needs and ongoing play preferences.	Provide on-going professional learning opportunities to improve staff skills in observation, responsive planning, planning for next steps in children's learning Introduce floor book planning Introduce new learning profiles and embed 'learning story' approach to documenting children's progress	C Jamieson (PT) L Adair (Nursery Teacher) All nursery staff	Aug '17 - ongoing		
Improved use of outdoor learning environment leading to increased opportunities for children to develop curiosity, inquiry and risky play, and leading their own learning.	Staff to work with local community to develop outdoor spaces within the grounds Improve outdoor storage and resources, including range of loose parts, to encourage creativity and self-selection Outdoor champion to be timetabled outdoors for this session Create and introduce weather packs to support enquiry and sensory play outdoors Establish new 'off-site' Woodland Day in local area Children to be given increased opportunities to take part in risk assessing outdoor experiences Parental Workshop on the benefits of learning outdoors Staff to undertake CLPL on Risky Play, Enabling Outdoor Environments and Forest Schools approaches	C Jamieson (PT) T Scott (Outdoor Champion) All nursery staff	Aug'17 and ongoing		
All staff increase confidence and up skill themselves in using technologies to enhance learning and teaching.	Audit and enhance current resources and practice to identify strengths and areas for development Develop a CLPL programme for staff including GLOW, chrome books and Interactive Whiteboard Create a Crookfur Nursery Staffroom on Glow to store and share resources Introduce an electronic parent calendar Introduce recording equipment in each learning zone for children to record their own play. Videos to be used during staff development meetings to promote discussion around pedagogy.	C Jamieson (PT) L Adair (Nursery Teacher) All nursery staff C Bishop (Technologies Champion – school)	Aug'17 – Dec'17		

Learning Provision
Priority- To improve attainment and achievement in Numeracy and Mathematics and Literacy

NIF Priority- Improvement in attainment, particularly in literacy and numeracy	QIs- 1.2, 2.2, 2.3, 3.2,
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
An improvement in the attainment of pupils, particularly disadvantaged children.	Implementation of ERC literacy and numeracy strategy	C Jamieson (PT) L Adair (Nursery Teacher) C Kelly (Literacy Strategy Link CDO) All nursery staff	Aug'17 and ongoing	ERC Literacy Strategy Pupil Equity Fund Curriculum Development ERC Tracking Database and analysis of available data inc. baseline and developmental milestones	Attainment data Quality assurance procedures- learning visits, monitoring of learning walls, floorbooks Professional dialogue/Planning Evidence generated through moderation events/LAR Feedback from staff PRD & CLPL records Pupil dialogue Attendance figures for workshops Parent evaluations
Numeracy and literacy are more evident across learning with children able to apply skills in a range of contexts.	Revise planning approaches and pace of learning particularly at Early and Fist levels to ensure appropriate depth and greater opportunities to explore and apply numeracy across learning Revise literacy and numeracy audits and trackers in line with ER guidance	C Jamieson (PT) L Adair (Nursery Teacher) C Kelly (Literacy Strategy Link CDO) All nursery staff	Aug'17 and ongoing	School Improvement Plan Building the Ambition ERC Numeracy Strategy	
Staff provide consistently high-quality learning experiences based upon skilful application of educational research.	Staff to undertake appropriate CLPL in relation to literacy and numeracy e.g. authority phonological awareness training, physical literacy, professional reading and enquiry, learning visits, loose parts Ensure that play based learning and outdoor learning experiences are numeracy rich and these are highlighted and articulated to children through planning Embed "Flexible Thinking" approach Introduce cluster maths bags Celebration of Scottish Maths Week as launch towards realising recommendations of *Making Maths Count* group Engage in celebrations of reading including Scottish Book Week, World Bok Day, Bookbug Week	C Jamieson (PT) L Adair (Nursery Teacher) P Madden – external trainer All nursery staff	Aug'17 and ongoing		
Higher levels of parental engagement in their child's learning, promoting confidence and achievement	Programme of parental workshops organised in collaboration with parent council	C Jamieson (PT) L Adair (Nursery Teacher) Parent Council	Aug'17 and ongoing		

	Successes and Achievements				
Priority – To embed the principles of GIRFEC to improve support for our children and families.					

NIF Priority-	QIs- 2.4, 2.5, 3.1, 3.2
Closing the attainment gap between the most and least disadvantaged children	
Improvement in children and young people's health and wellbeing	

NIF Drivers-	LIP-
School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement	Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.
	A culture based on Getting it Right for Every Child
	An increase in the schools and centres putting nurturing approaches into place
	A positive culture in health and wellbeing in every school and service

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Improved attainment across targeted pupils in literacy, numeracy and health and wellbeing	Establish social skills group. CLPL for identified staff Resource quiet room appropriately CLPL for identified staff on Therapeutic Art Approaches to support specific children Introduce a wider range of baseline assessment tools to gather info about children's development e.g. Skills for Growth CLPL for all staff on Leuven Scale of well-being and engagement (F Levers) Introduce termly engagement observation and assessment tool for each child	C Jamieson (PT) All Staff ASN Teacher Educational Psychologist Link S& L Therapist	From August '17 and ongoing	Corporate Parenting Plan Advancing Excellence and Equity in East Renfrewshire ERC Tracking database Pupil Equity Fund Psychological Services Practice Level Agreement Skills for Growth Local Authority PoPP Team Family First QIO Team Cluster Plan Family Friendly Approaches – self-evaluation and action plan	Attainment data Quality Assurance activities Attendance rates Pupil dialogue Child's Wellbeing Plans Minutes of professional dialogue Minutes of support meetings Evidence from planning and assessment Evidence from observations
Staff engage with parents and children in multiple ways to demonstrate the importance of key skills to raise attainment and achievement at early level.	Establish staffroom as a multi-purpose family room Identify and implement creative approaches to engage families in learning e.g. through Outdoor Learning experiences, use of digital technologies Embed family Bookbug sessions in monthly calendar Additional staff members to carry out Bookbug training Woking towards Gold Family Focussed accreditation Use observation information to foster meaningful discussions between children, parent and staff about play and development	C Jamieson (DHT) S Black (SCDO) Bookbug Leaders	From August '17 and ongoing		
Targeted support effectively meets the needs of children and families	Improved JST system to support early intervention Shadow external agencies Family learning for targeted children Create a range of home link materials which support child's learning a and development Identify a POPP champion Create a community information wall for parents to share information re supports e.g. POPP, Family Learning. Establish a 'community section' on monthly newsletter Moderation of well-being plans	C Jamieson (PT) Educational Psychologist Link S& L Therapist	From August '17 and ongoing		
All staff are fully up to date with local guidance and national legislation affecting the rights, wellbeing and inclusion of all children and young people which ensures that they are able to provide effective support	Continue to promote positive ethos and our Vision, Values and Aims Evaluate revised Behaviour Policy/ASN Policy CLPL for wraparound staff on promoting positive behaviour Implement planned programme of professional dialogue and training around GIRFEC legislation	C Jamieson (PT) S Black (SCDO) Educational Psychologist	From August '17 -Dec '17		

2017/18