

Crookfur Primary School

Improvement Plan

2018/2019



School Aims – Planning for Excellence

In line with our local authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, in Crookfur Primary School, we pursue the achievement of excellence in all aspects of our work.

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 and 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 school.

Our aspirational vision of *Learning, Caring and Working Together To Be All We Can Be* 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 2018-2021 | | |
|--|---|---|
| 2018/19 | 2019/20 | 2020/21 |
| Effectively recognise achievement and raise attainment in Literacy & English (Reading) | Effectively recognise achievement and raise attainment across learning, particularly in Literacy, Numeracy and Health and Wellbeing through implementation of N&M Strategy, Lit& Eng Strategy, ELC Strategy | Develop systems for recording, reporting and celebration of personal achievement across 4 contexts for learning (IDL, Curricular areas, personal achievement, Ethos & Life of the School) |
| Effectively recognise achievement and raise attainment in Numeracy & Mathematics | | |
| To ensure all children are achieving and attaining through excellent experiences | | |
| To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community | Continue to design a curriculum that is engaging and relevant for all pupils and develops skills for life, learning and work | Continue to design a curriculum that is engaging and relevant for all pupils and develops skills for life, learning and work |
| To strengthen practices in self evaluation for continuous self improvement | To strengthen practices in self evaluation for continuous self improvement | To strengthen practices in self evaluation for continuous self improvement |

| 2018/19 Maintenance Agenda |
|---|
| To provide excellent support for pupils and embed the principles of GIRFEC by developing nurturing approaches across the school |

| Leadership and Management | |
|--|---|
| Priority- To strengthen practices in self evaluation for continuous self improvement | |
| NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children | QIs- 1.1, 1.2, 1.3 |
| NIF Drivers- School leadership, Teacher Professionalism, Performance Information, School Improvement | 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 | Responsibility | Timescale | Resources | Monitoring & Evaluation |
|---|--|--|---|--|---|
| An ethos of high expectations which maximises learners' successes and achievements Improved professional judgements | Use effective data analysis, tracking and monitoring tools based on a range of data e.g. gender, ethnicity, performance information and SIMD to target key groups | Leadership team and teaching staff | Termly (in line with planning cycle) | ERC Tracking Database SNSA Database | Minutes of meetings Attainment data |
| A culture of self evaluation and continuous improvement | Strengthen practices in self evaluation using How Good is Our School 4 and How Good is Our Early Learning and Childcare as audit tools | Leadership team and teaching staff Parent Council Pupils | Ongoing | HGIOS4/HGIOELC Collegiate time | Professional dialogue Self evaluation activities Questionnaire data Planning Attainment data |
| A commitment to effective learner participation | Complete ES Learner Participation Self Evaluation Mapping and Planning Tools Complete Learner Participation Readiness Checklist Develop Framework for Implementation of Learner Participation Guidance | HT and leadership team Teaching staff HT and leadership team | Sept '18 Oct '18 Nov '18 | ES Learner Participation Self Evaluation Mapping Tool Participation Planning Tool Learner Participation Readiness Checklist How Good is OUR School? Part One and Part Two | Completed self evaluation tools Minutes of meetings Implementation Framework Pupil Dialogue |
| Pupils are more skilled and confident in reviewing their own learning and the work of the school under the themes of <i>Relationships and Our Learning and Teaching</i> | Establish Pupil Self Evaluation Group Complete evidence gathering activities for Theme 1 and Theme 2 within How Good is OUR School (Part 2) Pupils feedback to Staff/Pupils/ Parent Council Develop action plan for session 2019/20 | HT HT and Pupil Self Evaluation Group Pupil Self Evaluation Group Pupil Self Evaluation Group | Nov '18 Nov '18-Feb '19 March '19 Term 4 | How Good is OUR School? Part One and Part Two | Minutes of meetings Questionnaires and survey information Completed action plan Feedback from pupils/staff/ parents School Improvement Plan 2019/20 |

| Learning Provision | |
|---|---|
| Priority- To improve attainment and achievement in Reading | |
| 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 | Responsibility | Timescale | Resources | Monitoring & Evaluation |
|---|--|--|--|---|---|
| Improved attainment of pupils, particularly disadvantaged children and those performing within the lowest 20% | Launch of Cluster Rationale and Methodology for teaching Reading Devise and deliver programme of cluster CLPL and promote authority CLPL | Literacy & English Development Group (Cluster) Literacy & English Development Group (Cluster) | August '18 Sept '18 and ongoing | ERC Literacy Strategy Curriculum Development (1.5 hours per term) Funding for Lowest Performing 20% ERC Tracking Database and analysis of available data Analysis of tracking data, highlighting focus group for support CfE Action Plan 2016-2019 | Attainment data 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 Attendance figures for workshops Parent evaluations |
| Teachers provide consistently high quality learning experiences based on skilful application of educational theory and research | Introduction of Reading Recovery Pilot quality assured support materials for class novel studies at first and second levels, which promote collaborative and cooperative learning | L Atkin Literacy & English Development Group (School) | Aug '18 and ongoing Term 2 and Term 3 | | |
| | Develop progressive reading resource planning tool which is index linked in terms of readability and text difficulty | Literacy & English Development Group (School) | August '18 | | |
| Pupils are motivated and engaged | Embed Reciprocal Reading methodology in all classes | Teachers | Aug '18 and ongoing | | |
| Parental Engagement promotes confidence in literacy | Deliver programme of Workshops to support home learning (Early- Third levels) | Literacy & English Development Group (School) | Oct '18, Feb '19, May '19 | | |
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| Learning Provision | |
|---|--|
| Priority- To improve attainment and achievement in Numeracy and Mathematics | |
| 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 | Responsibility | Timescale | Resources | Monitoring & Evaluation |
|---|---|---|----------------------|---|---|
| An improvement in the attainment of pupils | Implement revised ERC Skills Framework and Numeracy and Mathematics Strategy | Leadership team & Maths Champion | Aug '18 and ongoing | ERC Numeracy Strategy & Skills framework Curriculum Development time– in-service training and development group Cluster Development Group Funding for Lowest Performing 20% ERC Tracking Database and analysis of available data CfE Action Plan 2016-2019 Making Maths Count ERC CLPL Programme | Attainment data Quality assurance procedures- learning visits, monitoring of pupil work, displays Professional dialogue/Planning Evidence generated through moderation events Feedback from staff PRD & CLPL records Pupil dialogue Attendance figures for workshops Parent evaluations |
| Digital learning will improve motivation, engagement and enjoyment of young people | Promote Cluster developments across the school e.g. Cluster Challenges | Maths Champion & Numeracy & Maths Development Group (Cluster) | Sept '18 and ongoing | | |
| | Support learners in using a digital platform at home / school | Maths Champion & Numeracy & Maths Development Group (Cluster) | Sept '18 and ongoing | | |
| Teachers provide consistently high quality learning experiences based upon skilful application of educational theory and research | Teachers engage in school and authority development and CLPL opportunities | Leadership team Teaching staff Maths Champion | Aug '18 and ongoing | | |
| Increased staff knowledge and understating of Numeracy and Mathematics to improve experiences and attainment | | | | | |
| A “Maths Positive” culture is evident across the school | Celebration of Maths Weeks Scotland Promotion of <i>Making Maths Count</i> through school Twitter | Maths Champion & Numeracy & Maths Development Group (School) Principal Teacher Parent Council | Sept '18 and ongoing | | |
| Parents will have increased levels of confidence enabling them to support their children | Promote Cluster workshops for parents focused on growth mind-set and identified Mathematical concepts | Maths Champion & Numeracy & Maths Development Group (School & Cluster) | Sept '18 and ongoing | | |
| | Promote Cluster Parent Website | Maths Champion & Numeracy & Maths Development Group (School & Cluster) Parent Council | Sept '18 and ongoing | | |

| Learning Provision | | | | | |
|---|---|---|---|--|--|
| Priority- To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community | | | | | |
| NIF Priority- Closing the attainment gap between the most and least disadvantaged children 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- 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, | | |
| NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement | | | LIP- A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. 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 | | |
| Expected Outcome and Impact | Action | Responsibility | Timescale | Resources | Monitoring & Evaluation |
| The curriculum has a clear vision and rationale | Audit and SWOT analysis to identify what is special about Crookfur Primary | PT and DYW Development Group (Cluster) | Sept '18 | Career Standards Wood Report ERC DYW Implementation Strategy Microsoft Forms Evaluations Business Partners Collegiate hours | Minutes of meetings Data from survey Action Plan Staff, pupil & parent evaluations Evidence of pupil learning e.g. completed work/displays |
| Pupils and staff develop leadership and decision making skills | Challenge staff thinking and perceptions about curriculum design / improvement | PT and DYW Development Group (School) | Oct '18 (inset) | | |
| Staff, pupils and parents views influence how the curriculum is developed to ensure creativity and innovation | Share the rationale and objectives with staff/ pupils/ parents for curriculum innovation (assembly/ parent workshops/ staff meetings) | PT and DYW Development Group (School) Parent Council | Oct '18 | | |
| Pupils and Parents have a clear understanding of the nature of quality learning experiences | Consult parent, staff and pupil groups to formulate proposals for learning pathways | PT and DYW Development Group (School) Parent Council | Nov – Jan '18 | | |
| Learner opportunities are provided to experience a broad, general education within meaningful contexts | Develop Action Plan which details how to build and personalise a skills academy approach to IDL | PT and DYW Development Group (School) Parent Council | Feb '19 (inset) | | |
| | Create and pilot a programme of learning experiences that encourage the development of skills for life, learning and work. | All staff and partners | Feb/March '19 to implement Term 4 | | |

| Successes and Achievements | |
|--|---|
| 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- 1.2, 1.3, 2.2, 2.7, 3.2, 3.3 |
| 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 An improvement in the attainment of disadvantaged children and young people |

| Expected Outcome and Impact | Action | Responsibility | Timescale | Resources | Monitoring & Evaluation |
|---|--|---|--|---|---|
| All staff have consistently high shared expectations of learners' achievement and attainment | Staff engage in a range of moderation activities at school, cluster and authority level Implement revised approaches to profiling and recording assessment evidence based upon say, make write, do. Introduce user guide to assessment for Parents/Carers through leaflet and school website | Leadership team and teaching staff Leadership team and teaching staff HT | Termly Sept '18 Aug '18 | Collegiate time Family Friendly Audit and Planning resource materials Landscapes for Learning/Grounds for Learning John Muir Award Partnerships in community e.g. Dams to Darnley Country Park Forest Schools training ERC Innovation Hub QI Team Active Schools Team | Feedback from staff, pupils and parents Target setting meetings Planning Attainment data Evidence from photos/social media Participation figures |
| Families are well supported and valued within our nursery class. All staff demonstrate a commitment to high quality family support which is evidenced by silver accreditation | Establish Family Friendly Development Group Implement action plan | DHT and school staff | Sept '18 and ongoing | | |
| Increase in pupil participation in sports across different contexts for learning, recognised by achievement of Gold Sports Scotland Award | Implementation of Sport Scotland Action Plan CLPL opportunities for staff Comprehensive programme of sports clubs | PE Champion & Active Schools coordinator Parent Council | Aug '18 and ongoing | | |
| Learners' experiences are enriched by creative learning environments and approaches to learning and teaching | Establish Outdoor Learning Development Group CLPL sessions for staff to promote physical literacy in the lower school and progressive outdoor learning opportunities across the school Continue to develop Playful Pedagogy across P1 and P2 | Teaching Staff and Nursery staff Teaching Staff and Nursery staff Principal Teachers/Nursery P1 and P2 Class Teachers | Sept '18 and ongoing Jan '18 and ongoing Aug '18 and ongoing | | |
| Pupils, staff and parents have increased confidence and skill in using digital technologies, leading to Digital Schools Award | Revise school Digital Learning Policy Establish Pupil Digital Leader programme Contribute to ERC Digital Innovation Hub Staff CLPL and support on use of GSuite resources | IT Coordinator/Digital Leaders IT Coordinator/Digital Leaders Digital Leaders/Teaching Staff Digital Leaders | Nov '18 By Nov '18 Ongoing Termly | | |

Crookfur Nursery Class

Improvement Plan

2018/2019



| Leadership and Management | | | | | |
|--|--|------------------------|---|--|--|
| Priority- To strengthen practices in self evaluation for continuous self improvement | | | | | |
| NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children | | | QIs- 1.1, 1.2, 1.3 | | |
| NIF Drivers- School leadership, Teacher Professionalism, Performance Information, School Improvement | | | 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 | Responsibility | Timescale | Resources | Monitoring & Evaluation |
| An ethos of high expectations which maximises learners' successes and achievements | Use effective data analysis e.g. baseline and developments milestones, tracking and monitoring tools based on a range of data e.g. gender, ethnicity and SIMD to target key groups | Nursery Team | Termly (in line with planning cycle) | ERC Tracking Database SNSA Database Developmental Milestones Results | Minutes of meetings Attainment data |
| Improved professional judgements | | Neighbourhood Group | November '18 | | |
| A culture of self-evaluation and continuous improvement | Strengthen practices in self-evaluation using How Good is Our Early Learning and Childcare as audit tool Staff CLPL Evaluative writing | Nursery Team | Ongoing | HGIOELC Staff Meetings | Professional dialogue Self evaluation activities Questionnaire data Planning Attainment data |
| | | Neighbourhood Group | Jan '18 | | |
| A commitment to effective learner participation | Nursery staff and children to support the work of the school in engaging with How Good is OUR School | HT and Leadership Team | Sept '18 | ES Learner Participation Self Evaluation Mapping Tool Participation Planning Tool Learner Participation Readiness Checklist HGIOELC | Completed self evaluation tools Minutes of meetings Implementation Framework Child Dialogue |
| | | Nursery Team | Oct '18 | | |
| | | HT and Leadership Team | Nov '18 | | |
| Children develop skills and confidence in talking about their own learning and the work of the nursery under the themes of <i>Relationships</i> and <i>Our Learning and Teaching</i> | Planned opportunities for children to contribute their voice to learning profiles | Nursery Team | Aug'18 and ongoing | HGIOELC Children's Profiles | Children's Profiles Questionnaires and survey information Feedback from pupils/staff/parents |
| | | Child Focus Groups | Aug'18 and ongoing | | |

| Learning Provision | | | | | |
|--|--|---|--|---|---|
| Priority- To improve attainment and achievement in 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. | | |
| Expected Outcome and Impact | Action | Responsibility | Timescale | Resources | Monitoring & Evaluation |
| Improved attainment of learners, particularly disadvantaged children and those performing within the lowest 20% | Launch of Cluster Rationale and Methodology for teaching Reading | Literacy & English Development Group (Cluster) | August '18 | ERC Literacy Strategy Curriculum Development Time ERC Tracking Database and analysis of available data Analysis of tracking data, highlighting focus group for support Musicality Resource External agencies – SLT and Ed Psych CfE Action Plan 2016-2019 | Attainment data 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 Attendance figures for workshops Parent evaluations |
| | Participate in Cluster CLPL (Quality Interactions) and promote authority programme | Literacy & English Development Group (Cluster) | Feb IN-SET and ongoing | | |
| | Introduce Promoting and Nurturing Early Communication and Language (PANECAL) Initiative | PT, Ed psych and SLT | Aug '18 and ongoing | | |
| | Staff CLPL on Musicality resource | PT | Aug '18 and ongoing | | |
| Staff provide consistently high-quality learning experiences based on skilful application of educational theory and research | Develop use of Musicality resource to support children's auditory discrimination | Nursery Team | | | |
| | Embed Literacy Team Approaches to developing phonological awareness skills | Nursery Team | Aug '18 and ongoing | | |
| | Re-launch Make Believe Project | Nursery PT and P1 PT | Sept '18 and ongoing | | |
| | | | | | |
| Children are motivated and engaged and parental engagement promotes confidence in literacy | Continue to develop reading resources including story sacks/boxes, song bags and alliteration bags | PT and CDO | Aug '18 and ongoing | | |
| | Develop range of non-fiction texts available across the playroom Develop use of non-fiction texts to support reading skills through responsive contexts | PT and CDO | Aug '18 and ongoing | | |
| | Deliver programme of Workshops to support home learning at Early Level | Literacy & English Development Group (School and Nursery) | Oct '18, Feb '19, May '19 | | |

| Learning Provision | | | | | |
|--|---|--|--|--|---|
| Priority- To improve attainment and achievement in Numeracy and Mathematics | | | | | |
| 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 | Responsibility | Timescale | Resources | Monitoring & Evaluation |
| An improvement in the attainment of children | Implement revised ERC Skills Framework and Numeracy and Mathematics Strategy | Leadership team & Maths Champion | Aug '18 and ongoing | ERC Numeracy Strategy & Skills framework Curriculum Development time– in-service training and development group Cluster Development Group ERC Tracking Database and analysis of available data CfE Action Plan 2016-2019 Making Maths Count ERC CLPL Programme | Attainment data Quality assurance procedures- learning visits, monitoring of pupil work, displays Professional dialogue/Planning Evidence generated through moderation events Feedback from staff PRD & CLPL records Pupil dialogue |
| Practitioners provide consistently high-quality learning experiences based upon skilful application of educational theory and research | Practitioners engage in local authority, school and nursery CLPL e.g. CLPL on Staged Early Arithmetic Learning (SEAL) | Nursery Team | Aug '18 and ongoing | | |
| Increased staff knowledge and understanding of Numeracy and Mathematics to improve experiences and attainment | Practitioners use a greater range of resources to stimulate mathematical thinking | Nursery Teacher and Team | Sep'18 and ongoing | | |
| | Reciprocal Visits within neighbourhood | Neighbourhood Group | Sep'18 and ongoing | | |
| A "Maths Positive" culture is evident within the nursery | Celebration of Maths Weeks Scotland | Maths Champion & Numeracy & Maths Development Group (School) | Sept '18 and ongoing | | |
| | Promotion of <i>Making Maths Count</i> and other appropriate media through nursery Twitter | Principal Teacher | Ongoing | | |
| Parents will have increased levels of confidence enabling them to support their children | Promote Cluster Parent Website | Maths Champion & Numeracy & Maths Development Group (School & Cluster) | Sept '18 and ongoing | | |

| Learning Provision | | | | | |
|---|--|---|---|--|--|
| Priority- To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community | | | | | |
| NIF Priority- Closing the attainment gap between the most and least disadvantaged children 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- 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, | | |
| NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement | | | LIP- A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. 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 | | |
| Expected Outcome and Impact | Action | Responsibility | Timescale | Resources | Monitoring & Evaluation |
| The curriculum has a clear vision and rationale | Contribute to Audit and SWOT analysis to identify what is special about Crookfur Primary and Nursery Class Revise Nursery Class rationale | Nursery Team (linking with PT and DYW Development Group (School)) | Sept '18 | Career Standards Wood Report ERC DYW Implementation Strategy Microsoft Forms Evaluations Business Partners Collegiate hours | Minutes of meetings Data from survey Action Plan Staff, pupil & parent evaluations Evidence of pupil learning e.g. completed work/displays |
| Pupils and staff develop leadership and decision-making skills | Engage in discussions about curriculum design / improvement | Nursery Team (linking with PT and DYW Development Group (School)) | Oct '18 | | |
| Staff, pupils and parents views influence how the curriculum is developed to ensure creativity and innovation | Help share the rationale and objectives with all stake holders (newsletters/week sheet/twitter/parent noticeboard/focus groups) | CDO, PT and DYW Development Group (School) | Oct '18 | | |
| Children can articulate the nature of quality learning experiences | Work collaboratively with school to formulate proposals for learning pathways | CDO, PT and DYW Development Group (School) | Nov – Jan '18 | | |
| Learner opportunities are provided to experience a broad, general education within meaningful contexts | Contribute to Action Plan which details how to build and personalise a skills academy approach to IDL | All staff and partners | Feb '19 (inset) | | |
| | Create and pilot a programme of learning experiences that encourage the development of skills for life, learning and work. at early into first level | Nursery Team | Feb/March '19 to implement Term 4 | | |

| Successes and Achievements | |
|--|---|
| 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- 1.2, 1.3, 2.2, 2.7, 3.2, 3.3 |
| 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 An improvement in the attainment of disadvantaged children and young people |

| Expected Outcome and Impact | Action | Responsibility | Timescale | Resources | Monitoring & Evaluation |
|---|---|---|----------------------|---|---|
| All staff have consistently high shared expectations of learners' achievement and attainment | Staff engage in a range of moderation activities at school & nursery, cluster and authority level | Leadership team and all staff | Termly | Staff Meeting Time In-Set Day (Feb '19) Family Friendly Materials My Creative Journey – Care Inspectorate Document | Feedback from staff Target setting meetings Planning Attainment data Family Friendly Validation and Accreditation Process Learning Blog Learning Journals |
| Families are well supported and valued within our nursery class. All staff demonstrate a commitment to high quality family support which is evidenced by gold accreditation | Implement action plan Share best practice with neighbourhood/across authority | PT and Nursery Team Neighbourhood Group | By January '19 | | |
| Learners' experiences are enriched by creative learning environments and approaches to learning and teaching | Participate in Outdoor Learning Development CLPL sessions for staff to promote physical literacy in early years Continue to support the development of Playful Pedagogy across P1 and P2 through learning visits, mentoring and opportunities for collaboration Embed Froebelian principles in practice ER Early Years Practitioner Group Materials as source of CLPL | Teaching Staff and Nursery Team | Sept '18 and ongoing | | |
| | | Teaching Staff and Nursery Team | Jan '18 and ongoing | | |
| | | Principal Teachers/Nursery Team, P1 and P2 Class Teachers | Aug '18 and ongoing | | |
| Increased staff knowledge of creative play to improve experiences | Implement ideas from 'My Creative Journey' document | Nursery Team | Oct '18 and ongoing | | |
| Children, staff and parents have increased confidence and skill in using digital technologies | Staff CLPL and support on use of a range of technologies to enhance play experiences | Nursery Teacher (Digital Leader) | Nov'18 and ongoing | | |