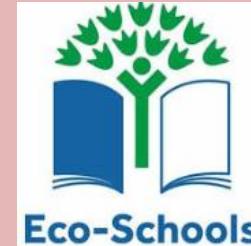


Crookfur Primary School

Improvement Plan

2019/2020



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 2019-2022		
2019/20	2020/21	2021/22
Effectively recognise achievement and raise attainment in Numeracy and Mathematics.	Develop effective systems for recording, reporting and celebration of personal achievement across 4 contexts for learning (IDL, Curricular areas, personal achievement, Ethos & Life of the School)	Raise attainment and achievement in modern languages through implementation of 1+2 Languages Strategy
Consistently deliver high quality learning experiences	Consistently deliver high quality learning experiences	
Develop a culture of professional enquiry	Strengthen school leadership at all levels	Extend and deepen partnerships to improve outcomes for all learners
Work to close the attainment gap between the most and least disadvantaged children (see PEF Action Plan)	Work to close the attainment gap between the most and least disadvantaged children (see PEF Action Plan)	Work to close the attainment gap between the most and least disadvantaged children (see PEF Action Plan)

2019/20 Maintenance Agenda

- Continue to provide excellent support for pupils and embed the principles of GIRFEC by developing nurturing approaches across the school
- Continue to effectively recognise achievement and raise attainment in Literacy & English (Reading & Writing)
- Continue to develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community

Leadership and Management	
Priority- To embed a culture of collaborative professional learning which builds and sustains professional practice, improving outcomes for learners	
NIF Priority- Improvement in employability skills and sustained, positive school-leaver destinations for all young people	QIs- 1.2, 1.3, 2.3, 2.7, 3.1, 3.2
NIF Drivers- School leadership, Teacher Professionalism, School Improvement	LIP- Ensure a skilled and confident workforce Develop a culture of professional enquiry in all establishments Higher levels of parental engagement in their children's learning and in the life of the school

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
A strong learning culture across the school and cluster	All teaching staff engage in collaborative practitioner enquiry	Teachers Cluster School Leadership Team	Aug '19 – Feb'20	Collegiate Working Time (8 Hrs) + In Service training QIO Psychological Services Relevant research, literature and policy studies	Evidence from practitioner enquiry Attainment data Qualitative data e.g. pupil views, feedback from staff Professional learning plans and records SIPP data, posters, minutes of meetings
Continuous improvements in learning and teaching	Engagement in School Improvement Partnership Project	Identified teaching staff	Sept '19- May '20		
Staff, learners, parents and partners work together to improve experiences	Continue to develop pupil participation through engagement with How Good is OUR School? Consult with parents/carers on creative ways to improve communication Introduce new methods of communication e.g. <i>You Said, We Did</i> , Month Ahead updates Implementation of Parental Engagement Strategy	Pupil Leadership Team HT Parent Council Parental Engagement Coordinator (HT)	Sept'19 and ongoing Sept'19 and ongoing	How Good Is OUR School? Part 1 and Part 2 materials Parental Engagement Strategy QIO support Parental Engagement Coordinator network Connect Parent Council meetings ParentZone	Parent/Carer questionnaire data Pupil feedback Pupil Leadership Team action plans and evaluations Parent Council agendas/ minutes School Twitter and Website

Learning Provision	
Priority- To improve attainment and achievement in Numeracy and Mathematics	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 1.1, 2.2, 2.3, 3.1, 3.2
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved literacy and numeracy 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
Improved pupil attainment overall and particularly across identified Numeracy and Mathematics components: <i>Problem Solving, Mental Maths, Shape/Position/Movement & Fractions/Percentages/Decimals</i>	Scrutiny of attainment data from ERC Standardised Assessments and SNSAs to plan key actions for improvement Embed revised ERC Skills Framework and Numeracy and Mathematics Strategy (Yr 2)	Leadership team & Maths Champion Leadership team Teaching staff Maths Champion	Sept '19 Aug '19 and ongoing	ERC Numeracy Strategy & Skills framework Curriculum Development time and in-service training Funding for Lowest Performing 20% ERC Tracking Database and analysis of available data Making Maths Count ERC CLPL Programme Funding for resources e.g. a range of concrete materials Cluster Common Language and Methodology for Numeracy and Mathematics	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
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 Introduction of Number Talks methodology	Maths Champion Teachers Identified teaching staff	Sept '19 and ongoing	Cluster produced parent information booklets Pre and post intervention surveys of pupil engagement	
Improved motivation, engagement and enjoyment of Numeracy and Mathematics amongst children	Celebration of Maths Week Scotland Use of digital technologies to enhance learning and teaching Implementation of Growth Mindset project	School Leadership Team Teachers Parent Council			

Successes and Achievements	
Priority- To consistently deliver high quality learning 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, 2.3, 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 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

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
All staff share consistently high expectations of learners' achievement and attainment	Staff engage in a range of moderation activates at school, cluster and authority level Development of revised Learning, Teaching & Assessment policy Peer learning visits to share practice Involvement in Improving Our Classrooms Programme School based professional development programme	Leadership team and teaching staff Leadership team, teaching staff and pupils Teachers Identified class teachers Leadership team, teaching staff	Termly Aug '19 and ongoing Oct '19- Mar '20 Sept '19 and ongoing	Collegiate time 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 School budget – tbc Fundraising Committee	Feedback from staff, pupils and parents Target setting meetings Planning Attainment data Evidence from photos/social media Participation figures
Learners' enjoy enriching, creative and flexible learning environments and approaches to learning and teaching	Revise timetable flexibility to enhance experiences across the school day Investment in resources and play equipment for outdoor learning Continue to embed Playful Pedagogy across P1 and P2 Continue to develop approaches to Learning for Sustainability across the school	Leadership Team Nursery staff P1 and P2 Class Teachers HT DHT/PT/Teachers LfS Ambassador			
Pupils, staff and parents have increased confidence and skill in using digital technologies	Embed Pupil Digital Leader programme Contribute to ERC Digital Innovation Hub Staff CLPL and support on use of a range of digital applications and devices	IT Coordinator/Digital Leaders Teaching Staff Pupils			

Crookfur Nursery Class

Improvement Plan

2019/2020



Leadership and Management	
Priority- To embed a culture of collaborative professional learning which builds and sustains professional practice, improving outcomes for children and families	
NIF Priority- Improvement in employability skills and sustained, positive school-leaver destinations for all young people	QIs- 1.2, 1.3, 2.7
NIF Drivers- School leadership, Teacher Professionalism, School Improvement	LIP- Ensure a skilled and confident workforce Develop a culture of professional enquiry in all establishments

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
A strong learning culture across the nursery and school	All staff engage in collaborative practitioner enquiry around sustained shared thinking	CDOs SCDO NC CT DHT	Aug '19 – Feb'20	In Service training Psychological Services ELC CLPL library Neighbourhood Group	Evidence from practitioner enquiry Attainment/ Tracking data data Qualitative data e.g. child views, feedback from staff Professional learning plans and records Neighbourhood action plans and minutes
Continuous improvements in learning and development	Engagement with Mearns ELC Neighbourhood and Learning Community Revise processes for student & staff induction	SCDO DHT	By Oct '19	Neighbourhood 0-6 Pedagogy materials	
Staff, learners, parents and partners work together to improve experiences	Develop approaches to collaborative decision making with children e.g. through committees Embed role of Parent Improvement Group	Parent Council Parental Engagement Coordinator (HT) DHT Parents DHT	Sept'19 and ongoing Sept'19 and ongoing (min 6 meetings per year)	Parental Engagement Strategy Connect Parent Council meetings Parent Improvement Group meetings ParentZone	Parent/Carer questionnaire data Feedback from children Parent Improvement Group action plans and evaluations Parent Council agendas/ minutes Nursery Twitter and Website

Learning Provision	
Priority- To improve attainment and achievement in Numeracy and Mathematics	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 1.1, 2.2, 2.3, 3.1, 3.2
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Improved attainment overall and particularly across identified Numeracy and Mathematics components	Scrutiny of attainment data from ERC baseline assessment and SNSAs to plan key actions for improvement Embed Numeracy and Mathematics Strategy (Yr 2) Introduce ERC ELC tracking database	Maths Champion (NC CT) DHT SCDO HT Maths Champion (NC CT) DHT HT	Sept '19 Aug '19 and ongoing Aug '19 Sept '19 and ongoing	ERC Numeracy Strategy Curriculum Development time and in-service training ERC ELC Tracking Database and analysis of available data Making Maths Count ERC CLPL Programme Cluster produced parent information booklets SEAL Materials and relevant available training	Attainment data Quality assurance procedures- learning visits, monitoring of profiles, displays Professional dialogue/Planning Evidence generated through moderation events Feedback from staff PRD & CLPL records Feedback from children Feedback from parents
Practitioners provide consistently high quality learning experiences based upon skilful application of educational theory and research	Practitioners engage in nursery and authority development and CLPL opportunities Further develop of SEAL approaches	Maths Champion CDOs Maths Champion (NC CT) DHT	Oct '19- Ongoing		
Improved motivation, engagement and enjoyment of Numeracy and Mathematics amongst children	Celebration of Maths Week Scotland Use of digital technologies to enhance learning and teaching	Maths Champion (NC CT) DHT CDOs	Sept '19 and ongoing		

Successes and Achievements	
Priority- To consistently deliver high quality learning 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, 2.3, 2.5, 2.7, 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 An improvement in the attainment of disadvantaged children and young people

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
All staff share consistently high expectations of learners' achievement and attainment	Staff engage in a range of moderation activities at nursery, neighbourhood/cluster and authority level Peer learning visits to share practice (Neighbourhood) In house professional development	DHT, NC CT, SCDO Practitioners Neighbourhood	Termly Oct '19- Mar '20	0-6 Pedagogy materials Adventures with Alice resources and training Collegiate time Partnerships in community Active Schools Team Nursery budget – tbc Fundraising Committee Psychological Services Neighbourhood Family First POPP Champions	Feedback from staff, children and parents Tracking meetings Planning Attainment data Evidence from photos/social media Participation figures
Learners' enjoy enriching, creative and flexible learning environments and approaches to learning and teaching	Continue to support Playful Pedagogy across P1 and P2, enhancing children's experiences across Early Level Continue to develop approaches to Learning for Sustainability across the nursery Plan and implement intergeneration learning project	DHT/Practitioners/P1 Staff NC CT CDOs (E Bryers & Y Ayel)	Sept '19 and ongoing Sept '19-May '19 (monthly)		
Learner early communication and language development is improved, demonstrated by PANECAL accreditation	Use of PANECAL approaches Use of VIG to support practitioner development and self-evaluation	DHT	Nov '19		
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	Devise Family Learning calendar of activities Neighbourhood collaboration to introduce Play at Home programme Regular Bookbug sessions Establishment of Family/ Parent Room for school and nursery	NC CT & SCDO CDOs HT/DHT	Aug '19 As per calendar Sept '19 (weekly) Oct '19		

Leadership and Management	
Priority- To successfully implement change and improvement through the introduction of Crookfur Family Centre	
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, 2.6, 2.7
NIF Drivers- School leadership, School Improvement, Parental Engagement	LIP- Resources which lead to improvements for learners and service users Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
The aspirational vision and values of the Family Centre are relevant and unique to the Crookfur community	Re-visit and refresh vision and values to reflect Family Centre	DHT All stakeholders	Jan '20- Jun '20	HGIOELC Building the Ambition Play Strategy ELC CLPL library Sector leading establishments e.g. Cowgate Neighbourhood and authority colleagues	Views of children, parents and staff Minutes of planning meetings Outcome of consultation work Vision, values and aims Transition documentation
Crookfur Family Centre is equipped to offer the highest standard of provision to children and families	Regular liaison with contractors/ ERC regarding build progress Undertake visits to established Family Centres to identify best practice e.g. sector leading environments Ensure that all resources (staffing, work patterns, provisions) are reviewed in light of Family Centre model	HT DHT Nursery staff HT/ DHT/ SCDO	Aug '19 and ongoing (6 weekly) Term 2 and Term 3 By May '20 Jan '20 – Jun '20		
Staff, children and families are informed and involved in the establishment of Crookfur Family Centre	Consultation with children, families and staff about learning environment Supported transition through social stories, visits and class journal	DHT/ NC CT SCDO Contractor Nursery staff	Mar '20- Jun '20		