

UPLAWMOOR PRIMARY SCHOOL



IMPROVEMENT PLAN

2016-2017



Everyone Attaining, Everyone Achieving, Through Excellent Experiences

Our Vision and Values

Our Vision

To be an excellent school which promotes ambition, achievement and attainment enabling all pupils and staff to reach their full potential.

Our Values

We think it is important to:

- feel safe and secure in school
- have respect for others and treat people the way we would like to be treated ourselves
- have a clean, interesting and exciting environment
- follow the school rules
- acknowledge and celebrate our achievements
- enjoy school
- be proud of our school and represent it in a responsible manner
- be eco-friendly
- appreciate what we have in school and contribute to the excellent school ethos
- work hard and be proud of our achievements and attainment

School Aims

We aim to:

- Provide a safe secure environment in which pupils are motivated to learn.
- Promote links between home and school and the wider community.
- Achieve high standards of attainment in all aspects of the curriculum focusing especially on Literacy and Numeracy.
- Use teaching and learning strategies to meet the needs of all our pupils thereby promoting equality of opportunity for all.
- Provide for the emotional, physical and social needs of our pupils and help them develop positive attitudes and personal and social skills.
- Develop skills for lifelong learning.
- Be a health promoting school.
- Encourage pupils to be actively involved in the life of the school and the decision-making process so that they can begin to develop knowledge and understanding of citizenship.
- Use all the resources at our disposal.
- Plan for improvement by continuous self-evaluation, reporting on Standards and Quality.
- Implement a process of self-evaluation to ensure education of the highest quality.

**SCHOOL PRIORITIES
2014 – 2017**

Target	2014-15	2015-16	2016-17
Continue to develop and improve the curriculum in line with Curriculum for Excellence	✓	✓	✓
Ensure a coherent and progressive approach to high quality learning and teaching across the curriculum	✓	✓	✓
Raise attainment in Literacy and Numeracy	✓	✓	✓
To implement 1+ 2 Languages policy	✓		
To improve the design of the curriculum to ensure progression in children's learning	✓	✓	✓
Further develop profiling to enable learners to reflect on their skills for learning, life and work	✓		
Develop a consistent approach to assessment, moderation and reporting in line with Building the Curriculum 5	✓	✓	✓
Improve provision to meet the mental, emotional, social and physical wellbeing of pupils	✓	✓	✓
Continue to provide a programme of support to 'Getting it Right for Every Child' (GIRFEC)	✓	✓	✓
Improve leadership capacity at all levels and promote teamwork and partnerships	✓	✓	✓
Develop pupil skills for learning, life and work	✓	✓	✓
Continue to implement East Renfrewshire Council's Parental Involvement Strategy	✓	✓	✓

LEADERSHIP AND MANAGEMENT

How good is our leadership and approach to improvement?

Quality Indicators	Themes
1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> ➤ Collaborative approaches to self-evaluation ➤ Ensuring impact on learners' successes and achievements
1.2 Leadership of learning	<ul style="list-style-type: none"> ➤ Professional engagement and collegiate working ➤ Impact of career-long professional learning
1.3 Leadership of change	<ul style="list-style-type: none"> ➤ Strategic planning for continuous improvement ➤ Implementing improvement and change
1.4 Leadership and management of staff	<ul style="list-style-type: none"> ➤ Building and sustaining a professional staff team
1.5 Management of resources to promote equality	<ul style="list-style-type: none"> ➤ Management of resources and environment for learning

Areas for development

- Improve consistency in quality assurance approaches
- Further develop rigorous and robust approaches to self-evaluation to include professional enquiry and increased commitment to professional learning and development

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Improved self-evaluation and quality assurance approaches	Staff will engage in self and peer evaluation activities using HGIOS 4 and GTCS Standards and use findings to plan for improvements	All staff led by HT	On-going	HGIOS 4 Quality Assurance Programme	Professional Dialogue Classroom visits	Achieving Included	Modernising how we work
Increased engagement in Professional Enquiry leading to improved practice and impacting on learner experiences	Provide CLPL from Centre on Professional Enquiry Staff will identify focus for Professional Enquiry	M Sneddon QIO All Staff	Aug 2016 In-Service Sep 2016	GTCS Website Education Scotland Documentation Collegiate Time In-Service	Pupil Dialogue Planning monitoring Pupil work / profiles		Data, evidence and benchmarking
Increased commitment to professional learning and development leading to improved practice impacting on learner experiences	Sharing of research findings and sharing good practice	All Staff	May 2017 In-Service				

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Further pupil engagement in self-evaluation contributing to school improvements	Pupil groups to create targets, activities and outcomes to be included in Pupil Improvement Plan	All staff and pupils	Sep 2016	Pupil Group Meetings	Pupil Improvement Plan and Evaluation	Achieving	Modernising how we work
	Pupils will self-evaluate the work of their group / committee as part of quality assurance programme	All pupils	Feb 2017 & May 2017		Pupil Group Dialogue	Respected	Community Engagement
	Develop learning conversations as part of classroom practice	Teaching staff	Ongoing		Pupil Group record	Responsible	Prevention
Parental engagement in self-evaluation contributing to school improvements	Engage Parent Council in improvement activities	F McKay (HT)	Sep 2016	Parent Council Meetings	Minutes of Parent Council Meetings	Safe	Community Engagement
	Convene representative Parent Forums to consult on aspects of school improvements	Parent Council supported by F McKay (HT)	On-going	Quality Assurance Programme	Minutes / actions of Parent Forums	Included	

Evaluation

LEARNING PROVISION	
How good is the quality and education we offer?	
Quality Indicators	Themes
2.1 Safeguarding and child protection	➤ Arrangements to ensure wellbeing
2.2 Curriculum	➤ Development of the Curriculum ➤ Skills for learning, life and work
2.3 Learning, teaching and assessment	➤ Learning and engagement ➤ Quality of teaching ➤ Effective use of assessment ➤ Planning, tracking and monitoring
2.4 Personalised support	➤ Targeted support
2.5 Family learning	➤ Engaging families in learning
2.6 Transitions	➤ Continuity and progression in learning
2.7 Partnerships	➤ The development and promotion of partnerships ➤ Impact on learners

Areas for development
<ul style="list-style-type: none"> ➤ Continue to raise attainment in Literacy and English and Numeracy and Mathematics by ensuring consistency and progression in learning, teaching and assessment ➤ Develop the curriculum to ensure coherence and progression across the levels with a focus on Technologies and Health and Wellbeing ➤ Continue to embed assessment and moderation approaches to ensure consistency in professional judgements and improve approaches to tracking progress ➤ Provide opportunities to encourage increased parental engagement in their child's learning

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Literacy and English Consistent approach to planning, teaching and assessment in writing to ensure progression within and across the levels Learning experiences are coherent and consistent and allow pupils to demonstrate and apply skills and knowledge in a variety of contexts across learning	Audit current approaches and resources to ensure they meet the requirements of curriculum delivery	Teaching Staff	Sep 2016	Collegiate Time	Professional Dialogue	Achieving	Data, evidence and benchmarking
	Research current approaches and pedagogy to develop whole school approach to teaching of writing to develop a clear and structured programme for learning, teaching, assessing and recording progress	Teaching Staff	Feb 2016	CLPL Education Scotland 3-18 Literacy and English Review	SMT Learning Visits Peer Learning Visits Pupil Dialogue	Included	Digital
	Provide staff development and dialogue sessions to share practice and review outcome / impact to ensure consistency	F McKay (HT)	May 2016	ERC Literacy Strategy and Action Plan LAR / NAR exemplars	Planning monitoring Pupil work / profiles Pupil Learning Conversations		

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Increased pupil involvement through gathering views on learning experiences in writing	Gather pupil views on relevance, meaning and enjoyment	Teaching Staff	Nov 2016 & May 2017	S Wilson (Educational Psychologist)	Questionnaire Analysis	Respected	Community Engagement
Improved staff confidence in judgement of pupil attainment and understanding of the standard within and across the curriculum levels	Provide opportunities for staff to engage in dialogue to compare professional judgements and achieve a shared understanding of standard writing and across the curriculum levels	F McKay (HT)	Nov 2016, Feb 2016 and May 2017	MALS Questionnaire	Learning Conversations	Included	Data, evidence and benchmarking
Increased attainment and pupil skills development evidenced through the tracking database	Deliver lesson study CLPL	N Miller (Moderation Facilitator)	Jan 2017	Moderation Calendar	Dialogue	Achieving	
	Create cycle of lesson study linked to writing	G Orr (Maths Champion)	Feb 2017 & Apr 2017	Education Scotland Literacy and English Benchmarks	Moderations Judgements		
		F McKay (HT)		Collegiate Time	Tracking Database Judgements		
					Tracking Dialogue		
					Peer Learning Visits		
Numeracy and Mathematics							
Consistent approaches to learning, teaching and assessment to ensure progression	Analyse attainment data to evaluate pace progression, breadth and depth to identify components for improvements	Teaching Staff supported by F McKay (HT)	May 2016 In-Service	In Service	Tracking Database		Data, evidence and benchmarking
					Assessment Information		
Pupils demonstrate and apply skills and knowledge through, exploration, investigation and critical thinking in a variety of contexts across learning	Facilitate opportunities for pupils to develop problem solving strategies across all curricular areas	Teaching Staff	Ongoing		SMT Learning Visits		
	Pupils should be encouraged to explain and develop their thinking with peers	Teaching Staff	Ongoing		Peer Learning Visits		
	Identify homework activities to develop problem solving skills. Establish clear guidelines to ensure consistency across the school	Teaching Staff	Ongoing	Staff Meeting	Pupil Dialogue		
					Pupil work / profiles		
					Revised homework guidelines		
					Minutes		

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
All staff confident in the language and methodology of Numeracy and Mathematics	Revisit Cluster Common Language and Methodology of Numeracy and Mathematics	G Orr (Maths Champion)	Dec 2016	Collegiate Time Cluster Common Language and Methodology	SMT Learning Visits Peer Learning Visits	Achieving	Data, evidencing and benchmarking
Increased parental awareness of the Cluster Common Language and Methodology	Host Parent Workshop on Common Language and Methodology of Numeracy and Mathematics	G Orr	Feb 2017	Collegiate Time	Questionnaires		Community Engagement
Raised parental awareness of how to support learning at home	Host workshop on support learning at home	G Orr and A Rasul	Sep 2016	Meet the Teacher	Parental Feedback		
	Create Parent Help Booklet on supporting learning at home	G Orr	Feb 2017	Cluster Group			
Increased pupil involvement in improvements of learning experiences	Gather pupil views on their Numeracy and Mathematics learning experiences	G Orr	Oct 2016 – May 2017		Questionnaires	Respected Responsible	
Pupils will demonstrate a firm grasp of Numeracy and Mathematics leading to increased attainment evidence through tracking database judgements and standardised test results	Daily opportunities planned to allow pupils to practise number bonds, tables and mental strategies	Teaching Staff	Ongoing		SMT Learning Visits Peer Learning Visits	Included Achieving	Date, evidencing and benchmarking

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Assessment and Moderation Staff make effective use of assessment evidence to make confident professional judgements	Ensure assessment information is holistic and integral to learning and teaching and recording of evidence is non-bureaucratic	Teaching Staff supporting by HT	On-going	Assessment Information	Progress and tracking dialogue	Achieving	Data, evidencing and benchmarking
	Continue to participate in moderation activities as detailed in Moderation Calendar at school, cluster and authority level to share judgements and good practice	Teaching Staff supported by N Miller (Moderation Facilitator)	On-going	Assessment Information			
Curriculum Design A curriculum map which allows staff to plan and map coherent and relevant learning experiences Consistent approaches to planning which include the 7 design principles Streamlined and effective recording format for planning and to track progress within and across the levels, reflecting recommendations of the working group on Tackling Bureaucracy	Develop a curriculum map for technologies and Health and Wellbeing	L Tait (ICT Co-ordinator)	May 2017	Collegiate Time	Professional Dialogue	Achieving	Data, evidencing and benchmarking Digital
		F McKay (HWB Co-ordinator)		ERC Skills Framework	Forward Planning	Respected	
		G Orr (PE Champion)		Principles and Practice Paper	Curriculum Planning Overview	Included	
	Audit current practice and identify areas for development	Teaching Staff	Feb 2017	Assessing Progress and achievement in HWB and Technology		Active	
	Continue to develop School Curriculum Design Map		May 2017	Technology and HWB progression frameworks and Benchmarking LAR and NAR Exemplars Tackling Bureaucracy Follow up Report			

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Identified opportunities for pupils to develop skills for learning, work and life	Plan learning, where appropriate using Master Class approach to offer experiences for pupils to develop skills for learning, work and life	Teaching Staff	On-going	Collegiate Time Planning Calendar	Forward Planning Pupil Learning Conversations	Achieving Respected	Data, evidencing and benchmarking
	Continue to improve the use of e-profiles (P3-P7) to further develop pupils learning reflections	Teaching Staff	On-going		Pupil Profiles Class Blogs	Included	Digital
Parental Engagement Increased opportunities for parents to be involved in the life and work of the school	Consult parents to ascertain where they feel they require help to support learning at home	F McKay (Parental Involvement Co-ordinator)	Oct 2016	Parental Involvement Strategy	Parent Questionnaires	Achieving Included	Community Engagement
	Plan a programme of curricular workshops / open classroom events to increase parents knowledge and understanding of how to support learning at home	F McKay	On-going	Office Staff National Improvement Framework			Data, evidencing and benchmarking Digital
Parents have greater understanding of curricular areas, new initiatives and teaching methodologies to support learning at home	Develop training workshops for parents who volunteer to support learning in school	F McKay	Feb 2017				
	Create list of parent helpers to support trips and classroom activities	E Watson (Snr Clerical Asst)	Sep 2016				
Parents report increased engagement and satisfaction on the impact the are having on their child's learning							

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Increased awareness of Family Centred Approaches	Information leaflet / newsletter information on Family Centred Approaches and progress so far	F McKay and Parent Council	Dec 2016	Family Centred Approaches Guidance			Community Engagement
Implement developments identified through Family Friendly Accreditation self-evaluation to work towards achieving Silver in Family Friendly Accreditation	Action targets from Bronze level submission	Parents, staff supported by F McKay	Aug 2016 – Jun 2017	Family Friendly Accreditation Self-Evaluation			

Evaluation

SUCCESSSES AND ACHIEVEMENT

How good are we at improving outcomes for all learners?

Quality Indicators	Themes
3.1 Ensuring wellbeing equality and inclusion	<ul style="list-style-type: none"> ➤ Wellbeing ➤ Fulfilment of statutory duty ➤ Inclusion and equality
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ➤ Attainment in Literacy and Numeracy ➤ Overall quality of learners' achievements ➤ Equity for all learners
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> ➤ Creativity skills ➤ Digital literacy ➤ Increasing employability skills

Areas for development

- Continue to implement the principles and values of GIRFEC to ensure pupils reach their full potential and are fully supported in their learning
- Further develop approaches to meet the mental, emotional, social and physical wellbeing of pupils
- Continue to develop pupil engagement and achievement through active learning with a focus on outdoor learning
- Secure further partnerships with business and industry to continue to develop pupil skills for learning, life and work

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
GIRFEC Principles of GIRFEC are embedded complying with legislation and policy	Continue to develop GIRFEC approaches across the school adhering to ERC GIRFEC Implementation Plan	F McKay (HT)	On-going	ERC GIRFEC Implementation Guidance	Practice audit and action plan	Safe	Prevention
Nurturing and inclusive approaches permeate learning experiences	Utilise National Practice Model as framework to gather relevant information and record pupils views	L Tait (SfL Co-ordinator)	On-going	GIRFEC Improving Outcomes for Children and Young People: An Establishemnt Guide to Evaluating Wellbeing	Professional Dialogue Target Setting and tracking dialogue	Healthy Active	Data, evidence and benchmarking
Whole school community have clear understanding of their roles and responsibilities	Embed the values and principles of GIRFEC into classroom practice	Teaching Staff	On-going	National Practice Model	Pupil Learning Conversations	Nurtured Achieving Respected Responsible Included	Community Engagement

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
<p>New ERC Children's Plan are fully implemented</p> <p>Raising Attainment and Achievement</p> <p>Learning experiences are coherent and consistent and allow pupils to demonstrate and apply skills and knowledge in a variety of contexts across learning</p> <p>Improved attainment in Literacy and Numeracy including the lowest performing 20%</p> <p>Pupil experiences improved through motivating and engaging Outdoor Learning Experiences</p>	Appropriate staff to attend CLPL on new 3 stage approach to Staged Intervention	F McKay (HT) & L Tait (SfL Co-ordinator)	Oct 2016	Staged Intervention Procedures	Revised Children's Plans	Safe	Prevention
	Create parent guidance on Staged Intervention Procedures and Children's Plan	L Tait	Feb 2017		Minutes of Review Meetings	Healthy	Data, evidence and benchmarking
	Carry out moderation of Children's Plans	F McKay and L Tait	Dec 2016 & Apr 2017	Children's Plans	Parent Evaluations	Active	Community Engagement
	Analyse attainment and assessment data to ensure pace and progression at all stages	Teaching Staff supported by F McKay (HT)	On-going	Target Setting and Tracking Dialogue	Tracking Database	Nurtured	Achieving
	Set appropriate and achievable targets for all pupils			Forward Planning	Assessment Information	Respected	Responsible
	Learning experiences to be planned to ensure progress and raise attainment					Included	
	Target support to meet the needs of pupils who are performing in the lowest 20%	L Tait (SfL Co-ordinator) supported by F McKay (HT)	On-going	SfL Meetings	Timetables		
	Develop format to plan for learning, teaching and assessment of Outdoor Learning	Teaching Staff support by A Martin (Outdoor Learning Co-ordinator)	May 2017	Children's Plans	Forward Planning		
	Plan CLPL on Outdoor Learning		Nov 2017	CLPL Budget	CLPL Records		

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
All pupil achievements are recognised and celebrated	Continue to track and record achievements in and out of school	Teaching Staff	On-going	Achievement Records	Tracking Database Analysis	Safe Healthy Active Nurtured Achieving Respected Responsible Included	Prevention Data, evidence and benchmarking Community Engagement
	Ensure all information is recorded on Tracking Database	E Watson (Senior Clerical Assistant)	Nov 2016, Feb 2017 & May 2017	Tracking Database			
	Analyse data to identify pupils who are not sharing achievements and identify ways in which to facilitate / support this	Teaching Staff supported by F McKay HT	Monthly	Assembly Programme	Achievement Wall, website, pupil profiles		
	Continue to build on programme of celebrating achievements through assembly programme						
Rights Respecting Schools Pupils are knowledgeable about their rights and can articulate their feelings and know where to get help / support if and when they need it	Continue to embed the principles of the UN Convention of the Rights of the Child across the school through linking class, school charters and school policies to articles	Teaching Staff supported by A Rasul and L Coleman (RRS Co-ordinators)	On-going	Forward Planning Pupil Learning Conversations	Displays, assemblies, pupil profiles RRS Level 1 Accreditation School Policies		
All policies are linked to the Rights of the Child							
Achieve Rights Respecting Schools Level 1 Award	Ongoing work towards achieving Level 1 Accreditation	A Rasul and L Coleman and RRS Pupil Group	On-going		Points of action from Pupil Group Meetings		
Skills for Learning, Life and Work Increased number of business partners to support in developing pupils skills for the workplace	Establish further business / industry partners to support aspects of the curriculum relating to developing work of work skills	Teaching Staff supported by A Rasul (DSYW Co-ordinator)	On-going				

Outcome / impact	Action	Responsibility	Timescale	Resources	Monitoring / Evaluation	GIRFEC	Capabilities
Enhanced learning experiences which have increased pupil awareness and knowledge of skills required for a range of careers	Teaching staff to plan further opportunities using the key principles of Developing Scotland's Young Workforce to allow pupils to develop skills for work	Teaching staff	On-going	Developing Scotland's Young Workforce Documentation	Forward Planning Pupil Profiles	Achieving	Community Engagement

Evaluation