



BUSBY PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE CENTRE

IMPROVEMENT PLAN 2019 – 2020



Everyone Attaining, Everyone Achieving through Excellent Experiences



Vision

To be a happy, caring and inclusive school where everyone is valued and encouraged to reach their full potential.

Values

Respect, Responsibility, Honesty, Fairness and Courage

Busby Primary School and Early Learning and Childcare Centre aim to:

- Promote the health & wellbeing of Busby Primary School and its Community.
- Provide an inclusive, nurturing environment for everyone in the school community.
- To work as a team to recognise and celebrate achievement.
- Follow the code of conduct to contribute to the positive school ethos.
- To provide high quality learning and teaching experiences within a bright and stimulating environment.
- Provide a broad, balanced and innovative curriculum with high expectations of achievement and equal opportunities for all pupils.

School Improvement Priorities for 2019-2020

1. To raise attainment in Literacy by enhancing the quality of teaching and learning experiences and ensuring appropriate pace and challenge for all learners.
2. To embed recognition of pupil achievement and increase pupil participation in school improvement and decision making at all levels.
3. To Increase parental engagement and create opportunities to shape policy and improvement.
4. To further expand our ELCC provision ensuring the wellbeing of all children and their families.

**BUSBY PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE CENTRE
IMPROVEMENT PLAN 2019 - 2020**

EDUCATION DEPARTMENT VISION	Priorities For 2018/19	Priorities For 2019/20	Priorities For 2020/21
Everyone Attaining	1. To raise attainment in Literacy and Numeracy	1. To raise attainment in Literacy by enhancing the quality of teaching and learning experiences and ensuring appropriate pace and challenge for all learners.	1. To raise attainment in Literacy and Numeracy by enhancing the quality of teaching and learning experiences and ensuring appropriate pace and challenge for all learners. 2. To enhance the quality of teaching and learning experiences across the curriculum by developing Assessment and Moderation practices.
Everyone Achieving	2. To recognise and evidence pupil achievement 3. To increase parental engagement	2. To embed recognition of pupil achievement and increase pupil participation in school improvement and decision making at all levels. 3. To increase parental engagement and create opportunities to shape policy and improvement.	3. To embed pupil and parent empowerment in school improvement and decision making at all levels and increase opportunities to lead learning.
Through Excellent Experiences	4. To provide High Quality Learning experiences for all pupils 5. To expand our ELCC provision ensuring the wellbeing of all children and their families	4. To further expand our ELCC provision ensuring the wellbeing of all children and their families	4. To ensure high quality teaching and learning across the curriculum in ELCC provision focussing on equality and equity for all children and their families.

Priority 1: To raise attainment in Literacy by enhancing the quality of teaching and learning experiences and ensuring appropriate pace and challenge for all learners.			
NIF Priorities:	1, 2, & 3	Quality Indicators:	1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3
NIF Drivers:	School Leadership, Teacher Professionalism, Assessment of children's progress, School Improvement, Performance Information, Parental Engagement	Local Improvement Plan:	Improved literacy and numeracy attainment throughout BGE, improved attainment of disadvantaged children and young people, increase activities which support prevention and early intervention, improve outcomes and reduce inequalities.

Impact and Outcomes	Action (including personnel)	Timescale	Resources	Monitoring & Evaluating
<p>An appropriate and consistent gradient of learning for all children will be understood and followed by staff, in line with Education Scotland's Benchmarks.</p> <p>Improved learning experiences ensuring appropriate pace, breadth, challenge and application for all learners.</p> <p>Staff will participate in individual and collective professional learning which improves outcomes for learners.</p> <p>Ensure effective approaches in tracking, monitoring and targeting learner progress and achievement.</p> <p>Increased staff confidence and accuracy in assessing and making accurate judgements in evaluating learner progress.</p> <p>Teacher judgements are reliable and based on robust and valid evidence.</p>	<p>Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Embed evaluated Gradient of Learning in tracking attainment of all curricular areas, making use of Education Scotland Benchmarks. (All Staff) • Provide opportunities for staff to engage in professional enquiry, critical/ creative thinking in line with school improvement and their own professional development in order to strengthen knowledge and understanding of key national priorities. (All Staff) • Staff will share own skills with colleagues through informal CLPL sessions and will have opportunities for professional dialogue to improve outcomes for learners. (HT) • Identify strengths and development areas through analysis of data from Baseline, Developmental Milestones and Standardised Testing, in-house summative and formative assessments to ensure appropriate pace, progression, breadth and depth in learning and to set appropriate targets for all pupils including those in lowest 20%. (SMT) • Use social and economic factors and evidence, to Identify pupils to receive targeted support to improve experiences. (SMT) (PEF) • Staff will engage in regular moderation activities in school and across the cluster. (SMT, Teaching Staff) • Continue to fully support School Improvement Partnership(s) to target vulnerable groups of pupils as identified through school data. (PT) (PEF) • Share play based pedagogy at Early and First Level and provide opportunities for all staff to enhance Teaching and Learning experiences by adopting similar pedagogy appropriate to their stage. (MT, Teachers, CDOs) • Review Skills Academy planning and assessment formats to reflect progression of skills. (All Staff) 	<p>Termly</p> <p>Sept 2019</p> <p>Termly</p> <p>Termly Feb – May 2020</p> <p>Sept 19 May Inset</p> <p>Feb 20</p> <p>Sept 19</p> <p>October In Set</p> <p>August 19 and ongoing termly</p>	<p>Professional Dialogue</p> <p>Attainment Data</p> <p>Stage Meetings</p> <p>Tracking Database</p> <p>HGIOS 4</p> <p>Benchmarks</p> <p>Improvement Groups</p> <p>Early Years Strategy</p> <p>Play Pedagogy CLPL</p> <p>External School Visits – CLPL</p> <p>Skills Academy Planning</p>	<p>Attainment Data</p> <p>Analysis of Data</p> <p>Collegiate Calendar</p> <p>Self-Evaluation Calendar</p> <p>CLPL Feedback</p> <p>Quality Assurance Activities</p> <p>PRD Meetings</p> <p>Evidence of Pupil Learning</p> <p>Pupil Consultation</p> <p>Learning Visits</p> <p>PEF Plan</p> <p>Skills Academy Planners</p>

<p>Staff adopt a shared approach to the role of play based pedagogy</p> <p>Pupils in P2 –P5 will be given additional focused support in literacy and maths on a weekly basis</p> <p>Increased pupil motivation, confidence and resilience skills making them more active in their learning and better informed in coping strategies.</p> <p>Increase staff knowledge and understanding of CBT and adopt approaches into everyday practice.</p> <p>Improved attainment in Literacy and Numeracy including the lowest performing 20%, through contextualised learning.</p> <p>The profile, enjoyment, achievement and attainment of reading across the school is raised</p> <p>Pupils’ benefit from improved reading framework that is cohesive and highlights skills progression</p> <p>Assessment is an integral part of the planning process and better supports pupil learning</p>	<ul style="list-style-type: none"> • Create a structured programme of additional support for the identified groups of children in literacy and numeracy. (Reading Recover, Pupil Support Staff, MT) (PEF) • Work with Cluster colleagues to provide Staff CLPL on Positive Behaviour Strategies and CBT Strategies. (All Staff) (PEF) • Develop staff skills in the use of nurturing approaches and CBT strategies. Support parents/carers in their understanding. (MT, CBT Trained Staff, Ed Psych Services) • Provide alternative access to curriculum for nurture targeted pupils, including soft starts, breakfast club, lunchtime clubs and breakout spaces with a focus on developing resilience, self esteem and pupil attendance. (MT, PSA, Pupil Support Staff) (PEF) • Introduce Resilience strategies (Bounce Back materials) to develop children’s resilience and mental wellbeing, and improve their ability to take responsibility for improvements in learning. (All Staff) (PEF) <p>Literacy and English Strategy</p> <ul style="list-style-type: none"> • Introduce and embed East Renfrewshire Literacy Strategy Planners and ensure all staff engage with ERC Literacy CLPL opportunities (HT) • Implement new spelling policy, ensuring progression across the school (Literacy Working Party) • Promote reading for enjoyment across the school. (Literacy working Party) • Review learning and teaching strategies in reading across all stages. (Literacy working Party) • Ensure assessment information and evaluations inform planning and learning experiences. (SMT, Teaching Staff) • Target individual pupils for Reading Recovery in P2. (MT, Pupil Support Staff) • Introduce new digital equipment and explore strategies to enhance teaching and learning experiences for pupils. (Digital Leaders) • Engage and support parents/carers by providing workshops to support learning at home in Reading. (SMT) • Seek views of pupils about their learning experiences and respond to pupil feedback. (SMT) 	<p>Aug – June 20</p> <p>By Oct 19</p> <p>Aug – Dec 19</p> <p>Aug – June 20</p> <p>Oct 19 and ongoing</p> <p>Aug 19</p> <p>By Oct 19</p> <p>Aug – Dec 19</p> <p>Aug 19 and ongoing termly</p> <p>Sept 19 and ongoing</p> <p>Sept 19</p> <p>By Oct 19</p> <p>Jan – May 20</p>	<p>HT Learning Visits</p> <p>CLPL Calendar</p> <p>Improvement Groups</p> <p>Breakfast Club</p> <p>PEF Funding</p> <p>Education Psychological Services</p> <p>Literacy and English Policy</p> <p>ERC Literacy Strategy and Framework</p> <p>Reading Resources</p> <p>Reading Recovery CLPL</p>	<p>Attainment Data and Analysis</p> <p>PEF Attainment and Evaluation</p> <p>CLPL Calendar</p> <p>HT Learning Visits</p> <p>Pupil Consultation</p> <p>Professional Dialogue Minutes</p> <p>Revised Literacy and English Policy</p> <p>Forward Plans</p> <p>Reading Recovery Running Records</p> <p>Parental Feedback</p> <p>Pupil Dialogue</p>
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Priority 2: To embed recognition of pupil achievement and increase pupil participation in school improvement and decision making at all levels.

NIF Priorities: 2, 3 & 4

Quality Indicators:

1.2, 2.3, 2.4, 2.6, 2.7, 3.2, 3.3

NIF Drivers:

School Leadership, Assessment of children's progress, School Improvement, Performance Information, Parental Engagement

Local Improvement Plan:

Self-evaluation and continuous improvement, skilled and confident workforce, culture of professional enquiry, increasing opportunities to celebrate personal achievements,

Impact and Outcomes	Action (including personnel)	Timescale	Resources	Monitoring & Evaluating
Improved profiling to effectively inform future learning. Learners are able to discuss their progress and to support continuity in learning at transitions.	Pupil Profiling <ul style="list-style-type: none"> Embed Pupil Profiles in P4-7, encouraging pupils to take responsibility for sharing their own learning and achievements. (All P4 -7 Staff) Develop a simplified format of online profiles for P2 and P3. (All P2-3 Staff) Implement Pupil Special Books into P1, transitioning from Nursery. (All N- P1 Staff) Further develop staff digital skills to allow for regular class blogs - sharing learning, successes and achievement. (All Staff) Support parents/carers to be involved in individual pupil profiles and target setting. (MT) Pupil Participation and Empowerment <ul style="list-style-type: none"> Pupil leadership opportunities will be provided throughout all aspects of learning including through pupil group participation, leading clubs, supporting younger pupils etc (All Staff, Pupil Group Leaders) Develop Staff CLPL and collaboration on effective ways to provide opportunities for pupils to lead their own learning. (SMT) Learner participation will be audited and analysed in line with How Good is OUR school? (HIGIOURS) (MT) Revise Pupil Leadership Roles and Elections, ensuring equity and fairness for all. (MT) Pupils will be identified for targeted involvement in Pupil Leaderships to develop involvement, skills and confidence. (SMT) (PEF) Raise the profile of Pupil Groups across the school, including school improvement, decision making and community involvement (MT, Pupil Group Leaders) Pupils, staff and partners to create, implement and evaluate pupil group action plans linked to the school improvement plan with a particular focus on skills for life. (MT, Pupil Group Leaders, Partners) 	By Dec 19 and ongoing termly	GLOW	Self-Evaluation Calendar
Improved involvement of learners leading/ evaluating their own learning and identifying next steps.		By Oct 19	CLPL Calendar	Pupil Views
		By Oct 19	Profiles	Parent/Carer Feedback
		Aug – Dec 19	School Website	CLPL Feedback
		Aug – Dec 19	ERC Digital Strategy	Pupil Profiles
				Class Blogs
Develop the purpose and role of school pupils groups to ensure pupil voice is increased in all areas of the curriculum		Aug – May 20	Pupil Groups	Achievement Tracking Database
Increased pupil engagement particularly from identified disengaged groups.		Aug – June 20	CLPL Calendar	Self-Evaluation Calendar
		April – June 20	HIGIOURS	Pupil Self Evaluation
Learners are increasing their achievements by active participation in school, cluster and community.		Aug 19	ERC Leadership Strategy	
		Aug 19		
		Aug – June 20		
		By Oct 19		
		Feb In Set		

<p>Learners' achievements in and out of school will be recorded and recognised. They will understand how these achievements help them develop knowledge and skills for life, learning and work.</p> <p>Learners agree that they have opportunities to celebrate personal achievements.</p>	<ul style="list-style-type: none"> Raise awareness with pupils, parents and staff of Education Scotland Compassionate and Connected Classroom Resource. (MT) <p>Achievement</p> <ul style="list-style-type: none"> Focus pupil assemblies on improving skills in being a successful learner, and link these to identified criteria for Achievement Award to ensure clear objectives for individuals. (MT) Implement new system to recognise pupils' wider achievements in and out of school in collaboration with parents. (MT) Fully utilise tracking pupil achievements systems in line with the four contexts for learning and intervene where necessary to support targeted pupils to increase their achievement in and out of school. (SMT, Pupil Support Staff) (PEF) Further develop House Events into the life of the school to develop pupils' wide range of talents, interests and leadership skills. (MT) 	<p>Termly</p> <p>By Dec 19</p> <p>Jan – March 20</p> <p>Termly</p>	<p>Assembly Programme</p> <p>Tracking Database</p> <p>School Website</p> <p>School Calendar</p> <p>Self-Evaluation Calendar</p>	<p>Assembly Programme</p> <p>Achievement Tracking Database</p> <p>Pupil Dialogue/Feedback</p> <p>Parent/Carer Feedback</p> <p>Self-Evaluation Data</p>
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Priority 3: To increase parental engagement and create opportunities to shape policy and improvement.			
NIF Priorities:	3	Quality Indicators:	1.1, 1.2, 1.3, 2.5, 2.6, 2.7, 3.1
NIF Drivers:	Teacher Professionalism, Parental Engagement, School Improvement	Local Improvement Plan:	Self-evaluation and continuous improvement, high levels of parental engagement in children's learning and in the life of the school, positive culture of health and wellbeing

Impact and Outcomes	Action (including personnel)	Timescale	Resources	Monitoring & Evaluating
<p>Improved approaches to the involvement of pupils and parents in reflecting on and discussing learning resulting in pupils and parents feeling listened to and their views acted on.</p> <p>Parents/carers actively participate in, contribute to and understand in their children's learning, attainment and achievement.</p> <p>Achievement of Gold Family Friendly Award for School.</p> <p>We will use our shared understanding of <i>Getting it Right for Every Child</i> (GIRFEC) to meet the needs of families.</p>	<p>Family Centred Accreditation</p> <ul style="list-style-type: none"> Implement Action Plan, working towards Gold Award Submission. (All Staff) Areas for development will be addressed through staff CLPL and procedures improved for supporting families. (MT) Parent representatives will be invited to support school developments through identified sub-groups. (MT) Provide pupils, parents and partners with further opportunities to be involved in decision making and to participate in policy development and planning for improvement. (SMT) Provide staff training on Motivational Interviewing techniques. (MT) Ensure staff have full understanding of Ed. Scot. Parental Toolkit and use to support parental engagement across all areas of school life. (MT) Provide a Health and Wellbeing Family Learning Event using partner providers to enhance learning experiences for pupils and their families (MT) Provide parent/carers information leaflets for each level on teaching and learning methodology (MT, Staff Focus Group) Share good practice with other establishments. School will be accredited through peer visits. (MT) 	<p>Nov 19</p> <p>Sept 19</p> <p>April – May 20</p> <p>May 20</p> <p>By March 20</p> <p>By Oct 19</p> <p>Oct 19</p> <p>By Dec 19</p> <p>Nov 19</p>	<p>Family Learning Framework</p> <p>Family Focussed Audit Tool</p> <p>Parent Consultation</p> <p>Parent Workshops</p> <p>Family Learning Workshops/Homework and Events</p> <p>ERC Parental Engagement Strategy</p> <p>Neighbourhood Group</p>	<p>Family Focussed Self Evaluation</p> <p>Parent/Carer Consultation</p> <p>Pupil Consultation</p> <p>Family Events and Feedback</p>

Priority 4: To expand our ELC provision ensuring the wellbeing of all children and their families.			
NIF Priorities:	1, 2 & 3	Quality Indicators:	HGIOELC - 1.2, 1.3, 1.4, 2.3, 3.2, 3.3, 3.1
NIF Drivers:	School Leadership, Parental Engagement, Assessment of children's progress	Local Improvement Plan:	Increase activities which support prevention and early intervention, improve outcomes and reduce inequalities, improve young people reaching expected developmental outcomes, Self-evaluation and continuous improvement.

Impact and Outcomes	Action (including personnel)	Timescale	Resources	Monitoring & Evaluating
<p>Our nursery settings will have a welcoming and inclusive ethos which will be promoted by all practitioners.</p> <p>We will build relationships and promote the wellbeing of all our children and their families, based on mutual respect, honesty and trust.</p> <p>Our learning environments will provide structure and flexibility for families which will be built on positive relationships which lead to high-quality learning outcomes.</p> <p>Practitioners will have opportunities to learn with and from each other, both in and beyond our settings to sustain high standards early learning and childcare.</p> <p>We will have a shared understanding of what our settings are trying to achieve to create rich and meaningful opportunities for our children.</p> <p>Tracking and monitoring of children's progress will be used effectively to secure progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage.</p>	<p>Collaborative Working</p> <ul style="list-style-type: none"> Staff will meet regularly to plan high quality learning experiences and moderate pupil progress with growing confidence. (All Staff) Investigate opportunities for developing the young workforce through Skills Academy. (All Staff) <p>Learning Environments (HT and PT Nursery)</p> <ul style="list-style-type: none"> The outdoor learning environments will be further developed to offer pupils high-quality learning experiences. (All Staff) Provide opportunities for staff, pupils and parents to be consulted in planning and resourcing new ELCC learning environments (MT) <p>Staff Development (PT Nursery)</p> <ul style="list-style-type: none"> Staff will be given opportunities to work collaboratively to share expertise. (All Staff) Froebel trained practitioner to lead training for Nursery staff team. (ELCC Staff) Training opportunities, including First Aid, will be offered where possible to up-skill staff. (ELCC Staff) Staff engage with and lead 'Adventures with Alice' programme. (Senior CDO) <p>Attainment and Achievement (DHT and PT Nursery)</p> <ul style="list-style-type: none"> Children's experiences will be tracked and recorded using ERC ELCC Tracker to evidence progress and achievement. (HT, PT, CT Senior CDO) Nursery staff will work collaboratively with Primary 1 staff to further increase achievement of Developmental Milestones based on analysis of data. (MT, ELCC and P1) Pupil Special books will be used with pupils to discuss their learning, successes and achievements and track progression throughout. (ELCC Staff) 	<p>Termly</p> <p>By Oct 19</p> <p>Jan – Aug 20</p> <p>Jan – Aug 20</p> <p>Termly</p> <p>Aug – March 20</p> <p>Aug 19 and ongoing</p> <p>Termly</p> <p>Aug – Dec 19</p> <p>Aug 19 and ongoing</p>	<p>Professional Dialogue</p> <p>Skills Academy Planning</p> <p>Parent Consultation</p> <p>Improvement Groups</p> <p>Early Years Strategy</p> <p>Self-Evaluation Calendar</p> <p>School Calendar</p> <p>CLPL Calendar</p> <p>ERC Leadership Strategy</p> <p>Attainment Data</p> <p>Tracking Data</p>	<p>Collegiate Calendar</p> <p>Quality Assurance Activities</p> <p>Skills Academy Planners</p> <p>Evidence of Pupil Learning</p> <p>Self-Evaluation Calendar</p> <p>Parental Feedback</p> <p>CLPL Feedback</p> <p>PRD Meetings</p> <p>Learning Visits</p> <p>PEF Plan</p> <p>Analysis of Attainment Data</p> <p>Professional Dialogue Minutes</p> <p>Responsive Plans</p> <p>Pupil Profiles</p>