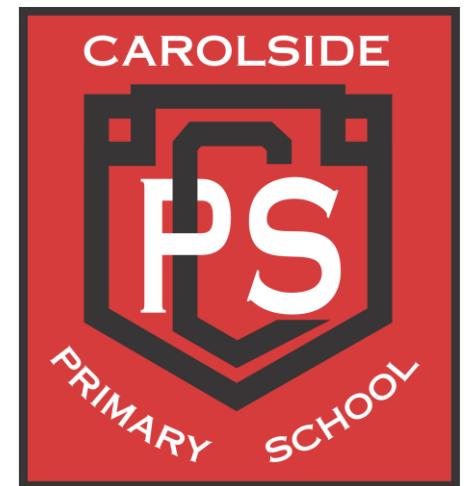


Carolside Primary School

Improvement Plan

Session 2018 - 2019



East Renfrewshire Education Department Vision

Everyone attaining, everyone achieving through excellent experiences.

School Vision

A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.

School Aims

We aim to provide children with a variety of rich learning experiences which meet the needs of the whole child.

We aim to encourage all children to take responsibility for upholding their own and others' rights.

We aim to foster resilience within all of our pupils.

School Values

Respect, friendship and honesty are important qualities we endeavour to develop in all our pupils.

Curriculum Rationale

In Carolside our curriculum is designed to offer a wide range of learning experiences that provide breadth, depth, challenge and opportunities for children to lead their learning.

Priorities

1. To improve outcomes for learners through effective teaching and learning.

2. To develop the school's approaches to digital learning, communication and profiling.
3. To achieve Family Centred status.

3-Year Strategic Overview

Session 17/18	Session 18/19	Session 19/20
Vision, Values, Aims and Curriculum Design		
Long and short-term planning		Leadership of Learning
Assessment, Moderation and Tracking		
Pedagogy of Play		
Equitable approaches to meeting needs		
Digital Learning, Communication and Profiling		
Family Centred Accreditation		Family Focussed Accreditation

Priority One	To improve outcomes for learners through effective teaching and learning.		Cost:			
National Improvement Framework Priority – Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged children.		Quality Indicators –1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 3.2				
National Improvement Framework Drivers – School Improvement; Performance Information; Assessment of children's progress; School leadership; Teacher professionalism		Local Improvement Plan – Everyone attaining; Everyone achieving; Excellent experiences				
Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation		
Target 1 – Embed updated school vision, values, aims and curriculum rationale.						
All stakeholders are aware of and have an understanding of the Vision, Values, Aims and Curriculum Rationale, and can describe their impact on the life and work of the school.	<ul style="list-style-type: none"> Launch revised Vision, Values, Aims and Curriculum Rationale. (Leadership Team) Include Vision, Values and Aims in assembly programme and chaplaincy programme. (Leadership Team, School Chaplains) Display artwork relating to vision and values in school reception area. (All staff) Embed the revised statement of Vision, Values, Aims and Curriculum Rationale in the revised approaches to planning – see Target 2 (Leadership Team, Teaching Staff and Planning Working Party). 	Aug - Oct Aug - June	Website and social media channels Assembly Programme Chaplaincy Support	Stakeholder feedback Statement of Vision, Values and Aims School correspondence Forward Planning Assembly Programme		
Target 2 – Implement a whole school House System						
The values of the school are embedded and positive ethos continues to be fostered.	<ul style="list-style-type: none"> Cease the use of 'Good to be Green' as behaviour management mechanism. (All staff) Review and update the school's <i>Promoting Positive Behaviour and Relationships</i> policy. (All staff) Convene working party to plan for the implementation of the House system, through consultation with pupils and parents/carers. (All staff, Pupils) Devise timeline for implementation. (Working Party) Reinforce school values through the House system. (All staff) Launch House system across all areas of the school. (All staff and pupils) Evaluate impact of House system. (Leadership Team, Working Party) 	Aug '18 June '18 June '18 Jan '19	Good to be Green Implementation timeline Annual questionnaire Promoting Positive Behaviour and Relationships policy	Stakeholder feedback Statement of Vision, Values and Aims School correspondence		

Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation
Target 3 – Give all pupils and staff the opportunity to lead their own learning.				
<p>Pupils experience authentic opportunities to lead their own learning and the learning of the class.</p> <p>Pupils can confidently speak about their learning.</p> <p>Teachers plan and deliver high quality learning experiences which respond to pupils' motivations and interests.</p> <p>Pupils' experience greater breadth, depth and challenge in their learning experiences.</p> <p>Teachers are more carefully planned and more confident that appropriate experiences are being offered to pupils.</p>	<ul style="list-style-type: none"> Evaluate the impact of leadership of learning pilot. (Teaching Staff, Leadership Team) Create guidance and resources which help foster opportunities for pupils to help create learning experiences which respond to their motivations and interests. (Teaching Staff) Provide CLPL for teaching staff which allows them to facilitate pupil-led learning. (Leadership Team, Pilot Group) Quality-assure pupils' experiences through learning rounds and focus groups. (Leadership Team) Develop NCCT timetabling to allow greater focus on digital and outdoor learning. (J Hull, Leadership Team) Promote and develop opportunities for Professional Enquiry and the sharing of best practice in this area. (Leadership Team, Teaching Staff) Provide CLPL opportunities, delivered by teaching staff and for teaching staff, to discuss and develop approaches to learning and teaching, linked to: <ul style="list-style-type: none"> - Differentiation - Learning Intentions and Success Criteria - Playful Pedagogy - Lesson Starters - Plenary - Questioning - Professional Reading (Leadership Team and Teaching Staff) 	June '18 Aug '18 Aug to Oct Jan – March Aug – June Aug – June	Leadership of Learning pilot materials Quality assurance materials NCCT Timetable Collegiate Calendar CLPL time	Forward Planning Formats Collegiate Calendar CLPL feedback Quality assurance calendar PRD Meetings

Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation
Target 4 – Link approaches to assessment, moderation and tracking.				
<p>All teaching staff make evidence-based, moderated judgements about pupil progress.</p> <p>All teaching staff have a shared understanding of approaches to high quality learning and teaching.</p> <p>Moderation is embedded into approaches to learning and teaching.</p>	<ul style="list-style-type: none"> Continue to use 'Planning for Assessment' format to collegiately plan episodes of learning in key curricular areas, reflecting local authority focus for term 1. (Stage partners) Continue to use the evidence to fulfil the requirements of the local authority's moderation focus. (Teaching staff) Moderate, using Benchmarks and 'Achievement of a Level' guidance, judgements of pupil progress. (Leadership Team and Teaching Staff) Track pupil progress using a range of evidence, including 'Planning for Assessment' as a focus for professional dialogue. (Leadership Team and Teaching Staff) Use the outcomes of moderation and assessment to inform future planning for learners. (Teaching Staff) 	Aug - June	Moderation Cycle Planning for Assessment 'Achievement of a Level' National Guidance Benchmarks	Planning for assessment planning documents Assessment data Evidence of pupil learning CfE achievement levels Planning documents
Target 5 – Develop approaches to play in the early years.				
<p>Practitioners across the early years adopt a shared approach to learning and teaching, with the emphasis on the role of play.</p> <p>Pupils experience greater breadth and depth in their learning.</p> <p>Pupils are more engaged in their learning and lead their learning in a more meaningful way.</p> <p>Parents and carers have a deeper understanding of playful pedagogy and the impact it has on their children's experiences in school.</p>	<ul style="list-style-type: none"> Continue to disseminate, through CLPL in the early years, the Pedagogy of Play across ELCC, P1 and into P2. (M Palmer, C Timoney, F Giles and J Rutherford) Implement playful pedagogy across P2. (P2 staff, F Giles) Observe best practice in neighbouring establishments across ERC and beyond. (Early years staff) Continue to link planning and practice in Early Learning and Childcare with the P1 stage. (P1 and ELCC staff) Assess the impact of playful pedagogy on pupil enjoyment, engagement and attainment. (P1, P2 and ELCC staff) Communicate the principles of Playful Pedagogy to parents and carers through induction, Open Afternoons, written communication and parent consultations. (ELCC staff, Leadership Teams) 	Aug – Jun Aug – Jun Term 3	Collegiate planning time CLPL materials Pupil Focus Group Practitioner Observations (Ferre Laevers Engagement Scales) Attainment Data	Planning documents Staff and pupil feedback Quality assurance calendar

Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation
Target 6 – Ensure equitable outcomes for all learners.				
All identified learners experience improved outcomes and increased attainment. All identified learners have their needs met through suitably targeted interventions.	<ul style="list-style-type: none"> • Analyse the demographics of the school community to identify those pupils who require additional measures of support. (Class Teachers) • Deploy PEF teacher, and ASN staff, to meet needs of the identified learners. (DHT, A Hill) • Implement Reading Recovery for target group of P2 pupils. (C Hunter) • Measure impact of intervention on the attainment levels of the identified pupils. (DHT, A Hill) • Provide a range of suitable interventions which support those learners with a range of wellbeing needs. (DHT, Support for Learning Teachers) • Provide CLPL relating to ASN for wider staff group. (A Hill, Leadership Team) 	Aug '18 Aug - Jun Aug '18 Oct, Feb and June Aug – Jun	Seasons for Growth Attainment Data Resilience Resources Equity Register SIMD Reading recovery CLPL and materials	Attainment data Pre and post assessment information Standardised test results CfE levels

Priority 2	To develop the school's approaches to digital learning, communication and profiling.			Cost:	
National Improvement Framework Priority - Improvement In attainment, particularly in literacy and numeracy		Quality Indicators - 2.5, 2.7, 3.1			
National Improvement Framework Drivers – Parental engagement; school improvement;		Local Improvement Plan – Excellent experiences			
Outcome and Impact	Action (including responsible personnel)		Timescale	Resources	Monitoring and Evaluation
Target 1 – Create more opportunities for parents and carers to gain insight into their child's progress and the life and work of the school.					
Parents and carers find it easier to contact the school.	<ul style="list-style-type: none"> Develop the use of GLOW to share the activity of the school with parents and carers. (F Giles, Teaching Staff, Pupils) Investigate the resources available through Office 365 and Google which may help support blogging. (ICT Teacher, Digital Leaders) Develop a format for class blogs and create opportunities for pupils to use ICT to update the blog on a regular basis. (ICT Teacher, Digital Leaders, Class Teachers) Pilot the use of class blogs across a number of classes. (Class Teachers, Digital Leaders) Pilot easier ways for parents/carers to contact the school and class teachers directly. (Leadership Team, Class Teachers) 	Aug - Jun	GLOW School Website Permissions Letter	CLPL feedback School correspondence Parent/carer questionnaires Drop-in feedback Blogs	
Parents/carers have a greater insight into the experiences that their children have in school.					
Parents/carers gain a greater insight into the day-to-day activity of the school.					
Target 2 – Develop and pilot a profiling format.					
The school has a shared, consistent approach to profiling.	<ul style="list-style-type: none"> Investigate the resources available through Office 365 and Google which may help support profiling. (ICT Teacher) Develop a format for profiles and create opportunities for pupils to use ICT to update their profiles on a regular basis. (ICT Teacher, Class Teachers) Offer CLPL to class teacher in the use of Office 365 and Google, particularly in relation to profiles. (ICT Co-ordinator, ICT Teacher) Pilot the use of profiles across a number of classes. (Class Teachers) Develop mechanisms whereby parents and carers can have easy access to their children's profile. (ICT Co-ordinator) Extend the roll-out to BYOD to the P6 stage. (ICT Co-ordinator, Digital Leaders) 	Aug – Dec Oct Inset Jan – June	GLOW Office 365 Google Classroom Cluster Guidance	CLPL feedback School correspondence Parent/carer questionnaires Profiles	
Pupils can update their profiles and share them with parents/carers easily.					
Pupils use a digital approach to recording and sharing their achievements.					

Priority 3	To achieve Family Centred status		Cost:	
National Improvement Framework Priority - Improvement in attainment, particularly in literacy and numeracy	Quality Indicators - 2.5, 2.7, 3.1			
National Improvement Framework Drivers – Parental engagement; school improvement;	Local Improvement Plan – Excellent experiences			
Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation
Target 1 – Develop approaches to engaging with and involving parents and carers.				
School awarded silver Family Centred accreditation. Parents/carers have more opportunities to contribute to the ongoing improvement agenda of the school.	<ul style="list-style-type: none"> Audit approaches to engaging with families using the Family Friendly audit tool. (Leadership Team) Devise action plan to address areas of concern. (Leadership Team) Share good practice with cluster schools who are also working towards silver accreditation. (Leadership Team) Create opportunities for more members of the staff group and the parent forum to contribute to Family Centre status. 	Term 1 Aug – June Aug - June	Family Friendly Audit Tool	Family Friendly Self-Evaluation Family Friendly cross-school moderation