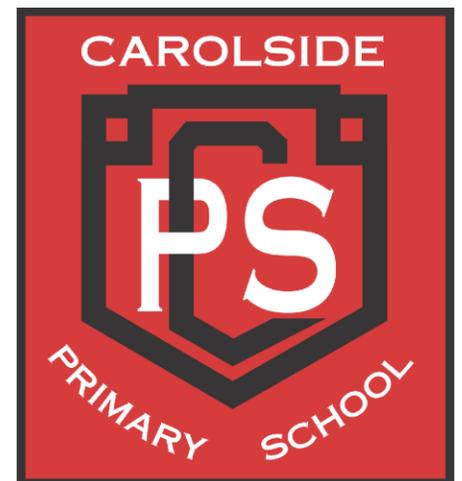


# Carolside Primary School

## Improvement Plan

Session 2019 - 2020



## **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 children’s digital competence and raise the profile of STEAM (Science, Technology, Engineering, Arts and Mathematics) subjects.
3. To progress towards Family Focussed status.

## 3-Year Strategic Overview

Session 18/19	Session 19/20	Session 20/21
Vision, Values, Aims and Curriculum Design		
Leadership of Learning		
Assessment, Moderation and Tracking		
Pedagogy of Play		
Equitable approaches to meeting needs		
Digital Learning, Communication and Profiling	Profiling, Digital Competence and STEAM	
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	
<b>Target 1 – Embed school vision, values, aims and curriculum rationale.</b>					
<p>All stakeholders have a clear understanding of the Vision, Values, Aims and Curriculum Rationale, and can describe their impact on the life and work of the school.</p> <p>The values of the school are embedded and positive ethos continues to be fostered.</p> <p>All pupils experience a sense of identity, motivation and accountability within their House group.</p>	<ul style="list-style-type: none"> <li>● Display vision, value and aims banner (created by staff and pupils) in reception area. (J Kerr)</li> <li>● Create and display Vision, Value and Aims poster displays for each classroom. (Pupil Council)</li> <li>● Recognise and positively affirm pupils who display the school values when in school and beyond school, through the giving of house tokens and the regular celebration of house achievements at assembly. (All staff)</li> <li>● Update school website to inform parents about the house system. (J Hull and Digital Leaders)</li> <li>● Communicate the house competition activity on the school’s social media channels. (Leadership Team)</li> <li>● Share with pupils and parents the updated Promoting Positive Behaviour policy and the child friendly version of the PPB policy. (G MacDonald)</li> <li>● Explore how house events can be integrated into the ethos and life of the school. I.e., through Sports Day. (Leadership Team)</li> </ul>	<p>Aug 19</p> <p>Sept 19</p> <p>Aug 19</p>	<p>Website and social media channels</p> <p>Assembly Programme</p> <p>Chaplaincy Support</p> <p>School Website</p> <p>School Twitter Feed</p> <p>School Calendar</p>	<p>Stakeholder feedback</p> <p>Statement of Vision, Values and Aims</p> <p>School correspondence</p> <p>Forward Planning</p> <p>Assembly Programme</p>	

Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation
<b>Target 2 – Extend opportunities for staff and pupils to lead their own learning.</b>				
<p>Pupils have authentic opportunities to lead their own learning through greater breadth, depth, challenge and application of learning experiences.</p> <p>Pupils can speak confidently about their learning.</p> <p>Pupil groupings, classroom management and the learning environment are more responsive to learners’ needs and motivations.</p> <p>Teachers are more confident that appropriate experiences, which meet the needs of pupils, are being offered.</p> <p>Practitioners across all stages adopt a shared approach to the emphasis on the role of enquiry and play.</p> <p>Teachers have a deeper understanding of the impact of pedagogical change related to children leading learning, play and responsive planning.</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"> <li>● Share best practice in the area of pupils leading learning and playful pedagogy. (Teaching Staff, Leadership Team)</li> <li>● Discuss and implement possible mechanism for capturing coverage of Experiences and Outcomes. (Teaching Staff)</li> <li>● Create a shared drive to capture children’s learning and share resources.(digital Leaders, Teaching Staff)</li> <li>● Create opportunities for teaching staff to reflect upon, research and discuss pedagogical approaches. (Leadership Team, Teaching Staff)</li> <li>● Pilot alternative approaches to organising the classroom environment. (Pupils, Teaching Staff)</li> <li>● Pilot ‘continuous provision’ in all classes across all stages of the school, as a small test of change. (Teaching Staff, Leadership Team, Pupils)</li> <li>● Provide CLPL for teaching staff which allows them to facilitate alternative approaches to classroom environment and organisation. (Leadership Team, Playful Pedagogy trained teaching staff)</li> <li>● Establish a library of professional reading materials for staff and create a forum for staff to discuss professional reading. (Leadership Team, Playful Pedagogy trained teaching staff)</li> <li>● Research flexible and responsive grouping methodologies. (All Staff)</li> <li>● Create flexible groups within the Mathematics organisers of the Numeracy and Mathematics framework. (Teaching Staff)</li> <li>● Introduce playful pedagogy into Primary 3, creating an implementation plan which includes: <ul style="list-style-type: none"> <li>- timelines</li> <li>- resource requirements, and</li> <li>- CLPL needs.</li> </ul> (Leadership Team, Early Years Teachers, P3 Teaching staff) </li> <li>● Continue to disseminate, through CLPL in the early years, the Pedagogy of Play across ELCC, P1, P2 and P3. (Leadership Team, Early Years Teachers, P3 Teaching staff)</li> <li>● Communicate the principles of Playful Pedagogy to parents and carers through induction, Open Afternoons, written communication and parent consultations. (ELCC staff, Leadership Teams)</li> </ul>	<p>Aug Inset</p> <p>Aug – June</p> <p>Oct Inset</p> <p>Jan – June</p> <p>Aug – June</p> <p>Aug Inset</p> <p>Aug – June</p>	<p>Leadership of Learning pilot materials</p> <p>Quality assurance materials</p> <p>NCCT Timetable</p> <p>Collegiate Calendar</p> <p>CLPL time</p> <p>Early Years Conference – November 19</p> <p>Alastair Bryce Clegg Conference – November 28<sup>th</sup> - £15.00</p>	<p>Forward Planning Formats</p> <p>Collegiate Calendar</p> <p>CLPL feedback</p> <p>Quality assurance calendar</p> <p>PRD Meetings</p>

Outcome and Impact	Action (including responsible personnel)	Timescale	Resources	Monitoring and Evaluation
<b>Target 3 – Evaluate the Literacy curriculum across all areas of the school.</b>				
<p>Staff are aware of the steps that will be taken to improve their pedagogical approach to delivering Literacy and English.</p> <p>All stakeholders feel that they have been consulted with, and contributed to, the updated Literacy and English curriculum.</p>	<ul style="list-style-type: none"> <li>• Convene a working party to evaluate the following: <ul style="list-style-type: none"> <li>- pedagogical approaches to delivering Literacy,</li> <li>- resources used to support literacy development,</li> <li>- the role of the updated Literacy Framework in planning learning and teaching,</li> <li>- the need to update the school’s Literacy and English policy.</li> </ul> </li> </ul> <p>(G MacDonald, Working Party)</p> <ul style="list-style-type: none"> <li>• Pilot the new Literacy Framework across various stages of the school. (Teaching Staff)</li> <li>• Pilot new approaches/resources to support guided reading across a range stages in the school. (Teaching Staff)</li> </ul>	<p>October</p> <p>Jan to June</p>	<p>Literacy and English Policy</p> <p>ERC Literacy Framework</p> <p>Reading Resources</p>	<p>Evidence of pupil learning</p> <p>Planning documents</p>
<b>Target 4 – Ensure equitable outcomes for all learners.</b>				
<p>All identified learners experience improved outcomes and increased attainment.</p> <p>All identified learners have their needs met through suitably targeted interventions.</p> <p>All identified learners experience success in school are more confident in school.</p>	<ul style="list-style-type: none"> <li>• Analyse the demographics of the school community to identify those pupils who require additional measures of support, particularly in the area of their self-esteem and confidence. (Class Teachers)</li> <li>• Deploy PEF staff to meet needs of the identified learners through developing art skills. (PEF Funded Staff)</li> <li>• Continue to deliver Reading Recovery for target group of P2 pupils. (C Hunter)</li> <li>• Measure impact of intervention on the attainment levels of the identified pupils. (ASL Co-ordinator)</li> <li>• Provide a range of suitable interventions which support those learners with a range of wellbeing needs. ( ASL Co-ordinator , Support for Learning Teachers)</li> <li>• Provide CLPL relating to ASN for wider staff group. (A Hill, ASL Co-ordinator)</li> </ul>	<p>Aug - Sept</p> <p>Aug - Jun</p> <p>Aug</p> <p>Oct, Feb and June</p> <p>Aug – Jun</p>	<p>Seasons for Growth</p> <p>Attainment Data</p> <p>Resilience Resources</p> <p>Equity Register</p> <p>SIMD</p> <p>Reading recovery CLPL and materials</p>	<p>Attainment data</p> <p>Pre and post assessment information</p> <p>Standardised test results</p> <p>CfE levels</p>





Priority 3	To progress towards Family Focussed 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
<b>Target 1 – Further develop approaches to engaging with and involving parents and carers.</b>				
School progressing towards Family Focussed status.  Parents/carers have more opportunities to contribute to the ongoing improvement agenda of the school.	<ul style="list-style-type: none"> <li>• Audit approaches to engaging with families using the Family Focussed audit tool. (Leadership Team)</li> <li>• Devise action plan to highlight areas for development. (J Dunn, Leadership Team)</li> <li>• Share good practice with cluster schools who are also working towards Family Focussed accreditation. (Leadership Team)</li> <li>• Create opportunities for more members of the staff group and the parent forum to contribute to Family Focussed status.</li> </ul>	<p>Term 1</p> <p>Aug – June</p> <p>Aug - June</p>	Family Focussed Audit Tool	<p>Family Focussed Self-Evaluation</p> <p>Family Focussed cross-school moderation</p>
<b>Target 2 – Implement new homework strategy across the school.</b>				
Children and their families have the opportunity to engage in relevant, engaging and motivating homework opportunities that support the curriculum rationale of the school.	<ul style="list-style-type: none"> <li>• Convene a working party to evaluate current homework provision. (Leadership Team, Working Party)</li> <li>• Consult all stakeholders on the current homework provision. (Working Party)</li> <li>• Update homework policy. (Working Party)</li> <li>• Share updated homework policy and expectations with pupils, parents and carers. (Working Party)</li> <li>• Implement updated approach to homework, including digital approaches, across all stages of the school. (Working Party)</li> </ul>	<p>October</p> <p>Dec</p> <p>Jan</p>	Homework Policy and resources	<p>Parent/Carer consultation</p> <p>Pupil Consultation</p>