Eaglesham Primary School and Nursery Class

School Improvement Plan 2020-21

Our Vision Statement

Our School Vision and Values were reviewed and consulted on with staff, pupils and parents at the beginning of 2017/18 session. It forms part of a School Charter linked to the United Nations (UNCRC) Articles, detailing rights of children and the responsibilities of pupils and staff.

Our Vision

Eaglesham Primary School and Nursery Class is a friendly and welcoming school that promotes a vision to equip our children and young people socially, emotionally, physically and academically to tackle life out with school with confidence.
Our staff support and challenge our children and young people through opportunities for learning both inside and outside the classroom. Strong parental and community relationships are vital to our continued success.

Our Values

We aim for Eaglesham Primary School to be a school and nursery that is:

- Nurturing and inclusive
- Respectful and responsible
- A supportive community
- Ambitious

Themes

Our aims are split into three key priorities: Attainment and Equity, Curriculum Design, and Health and Wellbeing.

ERC Vision Statement: Everyone Attaining, Everyone Achieving through Excellent Experiences

School Improvement Priorities for 2020-23				
		2020-21	**2021-22**	**2022-23**
1	**Everyone Attaining** **Attainment and Equity**	To close the attainment gap in literacy and numeracy due to the Covid-19 pandemic. To improve the attainment and achievements of the most disadvantaged children and young people. To plan opportunities for moderation activities ensuring the consistent application of teacher judgements. To implement new online planning format to reduce workload and bureaucracy.	To improve attainment in targeted areas using assessment data. To analyse all attainment and achievement data, including SNSA, looking at SIMD/FSM/gender. To continue to improve the attainment and achievements of the most disadvantaged children and young people. To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.	To improve attainment in targeted areas using assessment data. To analyse all attainment and achievement data, including SNSA, looking at SIMD/FSM/gender. To continue to improve the attainment and achievements of the most disadvantaged children and young people. To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.
2	**Everyone Achieving** **Curriculum Design - BGE**	To develop pedagogical approaches to learning and teaching using the recovery curriculum. To implement robust CLPL on digital literacy. To self-evaluate against Rights Resecting criteria.	To develop approaches to Interdisciplinary Learning (IDL). To continue to develop digital learning across the nursery and school.	To continue to identify opportunities for community links to support learning experiences for all pupils. To increase pupil voice through pupil committees being part of the curriculum.
3	**Through Excellent Experiences** **Health and Wellbeing**	To agree and implement our recovery curriculum with a focus on nurturing approaches. To implement the Behaviour Blue Print and Pivotal principles to ensure the highest expectations for our pupils. To roll out approaches to resilience through Bounce Back and Emotion Works Recovery Package (Covid-19) programmes. To continue to develop approaches to outdoor learning and support staff and pupils through investing in resources.	To evaluate impact of Behaviour Blue Print and Pivotal principles. To implement Gold Family Centred action plan. To implement Compassionate, Connected, Communities approaches.	To evaluate impact of family-focused approaches. To revisit GIRFEC. To implement robust CLPL on wellbeing and inclusion linked to Learning Centre.

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School Improvement Plan 2020-21

TARGETS FOR 2020/21	QUALITY INDICATORS	GIRFEC INDICATORS	5 CAPABILITIES IN EDUCATION	4 CONTEXTS FOR LEARNING	NIF PRIORITY	ERC STRATEGIC PLANNING Securing everyone Attaining, Everyone Achieving Through Excellent Experiences
1. To improve attainment in literacy and numeracy with a clear focus on progress, pace and next steps in learning.	1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 3.2	Achieving Nurtured Active Responsible	Prevention Data, Evidence and Benchmarking Digital	Personal Achievement	1&2	ERC Literacy Strategy ERC Numeracy Strategy
2. To review and improve approaches to learning and teaching.	1.2,1.4, 2.2, 2.3, 3.3	Achieving Active Responsible Respected Included	Digital Modernising how we work	Curriculum Subjects and Areas Interdisciplinary Learning	4	ERC STEM Strategy ERC Leadership Strategy
3. To further develop our approaches to GIRFEC during the COVID-19 pandemic.	1.3, 2.1, 2.5, 2.6, 2.7, 3.1	Safe Healthy Nurtured Respected Included	Prevention Community Engagement	Ethos and Life of Our School	3	ERC Health and Wellbeing Action Plan

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Priority 1: To continue to improve attainment in literacy and numeracy with a clear focus on progress, pace and next steps in learning		Budget: £1000
NIF Priority: 1 & 2	QIs: 1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 3.2	
NIF Drivers: Assessment of children's progress, performance information, school improvement, teacher professionalism, parental engagement, school leadership	Local Improvement Plan: Improved reading and maths attainment throughout the years of the broad general education. An improvement in the attainment of disadvantaged children and young people.	

Impact & Outcomes	Action (including responsible personnel)	Timescale	Resources	How Will Success be Evaluated?
Confident teacher judgements together with benchmarking and assessment data are central to improving attainment and closing the gap. Tracking and monitoring are well understood and used effectively to secure improved outcomes for all pupils. Learners engage in high quality learning experiences. The school's data demonstrates our current learners are making very good progress. Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.	Use of baseline assessments to identify gaps and next steps in learning in literacy and numeracy. Pupils identifying next steps in their own learning. (all teaching staff led by HT-KF) Analysis of data (all teaching staff led by HT-KF). Continue to engage in professional dialogue with staff using tracking tools and assessment data. CLPL for all teaching staff - using Filemaker Pro. Staff will plan challenge and support for pupils effectively, adapting pedagogy and using the Recovery Curriculum in line with Scottish Government Guidelines (all teaching staff led by HT-KF). Targeted interventions to close identified gaps in literacy and numeracy (ASN, PEF and lowest 20% teachers led by DHT-AL and all CTs). Staff will engage in moderation activities using the benchmarks, gradient of learning and lesson study approaches (PT-JJS). Robust online self-evaluation calendar implemented to gather all stakeholders views throughout the year (HT-KF).	September 2020 and May 2021 Termly Ongoing August 2020 to March 2021 August 2020 to May 2021 August 2020 Ongoing	CLPL for staff. Professional dialogue. Stage meetings. Professional Enquiry. QIO Joe McCaig. Filemaker Pro. Tracking Database. HIGIOS?4 HGIOELC? Pupil Equity Funding. ERC Literacy Strategy. ERC Numeracy Strategy. Hashtag Learning digital self-evaluation Toolkit.	Assessment evidence. Pupil dialogues. Learning visits. Professional dialogues and target setting meetings. Attainment information.

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Priority 2: To continue to review and improve approaches to learning and teaching.	Budget: £1500
NIF Priority: 4	QIs: 1.2, 1.4, 2.2, 2.3, 3.3
NIF Drivers: Teacher professionalism, school improvement, assessment of children's progress, school leadership	Local Improvement Plan: A skilled and confident workforce. A culture of self-evaluation and continuous improvement in all schools and services.

Impact & Outcomes	Action (including responsible personnel)	Timescale	Resources	How Will Success be Evaluated?
All staff engage in professional learning to improve learning and teaching. Learners will benefit from a recovery curriculum focussing on Literacy, Numeracy and Health and Wellbeing. Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.	All staff will continue to develop their ICT skills and offer further opportunities for online learning for all children through: • Staff questionnaire to gather training needs/areas for development • CLPL sessions to support identified areas • Team teaching with digital NCCT teacher/APT - LM Nursery Staff will be trained in the use of SeeSaw as a way of profiling children's learning, recording teacher judgements and sharing this information with parents. (APT – LM & CT – CM and all nursery staff) Google Classroom will be used as an online learning tool to support learning as part of the Recovery Curriculum in line with Scottish Government Guidelines. (APT – LM) Introduction of a new online planning format through Teams. (APT-LM) Staff will use online planning in line with ERC planning frameworks to monitor progression and identify next steps in learning.	August 2020 to May 2021 August 2020 then ongoing Phase 2 & 3 (possibly longer) August-September 2020	Promethean Boards. Google Classroom. SeeSaw. Teams. Recovery Curriculum.	Questionnaires. Learning visits and Professional dialogues. PRD conversations. Pupil dialogues and engagement. Parental engagement.

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Priority 3: Budget: To further develop our approaches to GIRFEC during the COVID-19 pandemic.	£1500
NIF Priority: 3	QIs: 1.3, 2.1, 2.5, 2.6, 2.7, 3.1
NIF Drivers: School improvement, teacher professionalism, parental engagement, assessment of children's progress	Local Improvement Plan: A culture based on Getting It Right For Every Child Practices and experiences which ensure that the needs of children and young people are identified and addressed.

Impact & Outcomes	Action (including responsible personnel)	Timescale	Resources	How Will Success be Evaluated?
All staff are understand and use the wellbeing indicators to plan support for pupils. All staff engage in professional learning to meet the needs of pupils in relation to wellbeing, equity and inclusion. There are strong and effective relationships across the school community. The school community has a shared understanding of children's rights. Learners will benefit from a recovery curriculum focussing on Literacy, Numeracy and Health and Wellbeing.	Both pupils and staff will be supported in relation to health and wellbeing. Data from pupil and staff surveys will be analysed and appropriate supports put in place. Staff and pupils will be directed towards available support, both in and out of school. **GIRFEC** (DHT – AL & Learning Centre staff)) • Revisit child profile and wellbeing plan • Staff training on Nurturing approaches • Referral system for Learning Centre support **Pivotal (relationships)** (PT – JM & CT – RM) New Pivotal Education policy and blueprint to be implemented in the school. This will include consultation and staff development alongside pupil training and information sessions. Policy will also be shared with parents through Parent Council. Data collection and analysis will track progress relating to positive behaviour and outcomes. **Health and Wellbeing (HWB)** (PTs – JM & LA) • The latest edition of Bounce Back will be delivered as part of the HWB curriculum with a focus on resilience. Staff will be given access to concrete and digital resources and will be supported in implementation with CLPL sessions. (JM) • Alongside Bounce Back, the school will use a Nursery to P7 resource called Emotion Works Recovery Package, which will set out a ten week programme to support children in relation to the Covid-19 global pandemic. (JM) • A Mental Health and Wellbeing tab will be added under Parents/Carers section on school website. This section will be regularly updated with relevant resources/websites. (LA)	Inset 1 and termly Inset 1 and termly staff meetings Inset 1 and termly staff meetings Inset 1 and termly staff meetings	Staff and pupil surveys JST Educational Psychologist Nurture self-evaluation toolkit Pivotal Bounce Back £215 Emotion Works £300 School Website	Surveys (staff & pupils). Self-evaluation toolkit. Learning visits. PRD conversations. Pupil dialogues and engagement. Focus Groups.

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	RRSA (PT – LA) • Rights Respecting School Committee will continue to work through the Gold level action plan to work towards renewing the school's Rights Respecting School Status. • The UNCRC will be used alongside Pivotal techniques to ensure all children are supported to be 'respectful, safe and ready'. • Assemblies, Google Classrooms/Mixed-stage Events will regularly have a focus on Children's Rights and the UNCRC to ensure everyone has knowledge of children's rights (Article 42).	Termly staff meetings	UNCRC & RRSA documentation	
	Outdoor learning (CT – KM) • Develop our outdoor learning practice across all areas of the curriculum with a particular focus on Literacy, Numeracy and Health and Wellbeing. • Revisit resources available and replenish consumables. • Refresh planners to support outdoor learning.	Termly staff meetings	School planners Outdoor learning packs £500	

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Eaglesham Primary School and Nursery Class
Summary of the School Improvement Plan 2020-2021

EVERYONE ATTAINING

We aim to improve attainment in literacy and numeracy with a clear focus on progress, pace and next steps in learning for all learners.

We will implement a Recovery Curriculum which will focus on Literacy and English; Numeracy and Maths; and Health and Wellbeing.

We will ensure that our approaches to teaching and learning meet the needs of our pupils. We will use assessment and analysis of data to address the learning needs of our pupils post-lockdown.

We will continue to develop staff skills in assessment and moderation and work with cluster colleagues to ensure our judgements on attainment are accurate and robust.

EVERYONE ACHIEVEING

ICT will remain a focus so that learning is accessible using digital solutions - for home learning and/or blended learning. All staff will move to digital planning tools so that pupils' progress can continue in any situation where remote or distant learning is required.

We will audit and coordinate staff professional learning to develop our digital skills further. We will support pupils and families using SeeSaw (Nursery Class), Google Classroom, Google Meets and Microsoft Teams.

Communication with our families will continue using Google Meets for Parents' Evenings to ensure sharing pupils' achievements remains a priority; video content for vitrtual events such as Curriculum Evening and Assemblies, so that the annual calendar of events can be continued; and updates posted on Twitter and Class Blogs to celebrate achievemnents.

Staff, pupils and families will self-evaluate against the Rights Respecting Schools Gold criteria and the Gold Family Friendly Approaches criteria to ensure we are meeting the needs of our school community during this period of Learning Recovery.

THROUGH EXCELLENT EXPERIENCES

Nurturing apporaches will continue to be refreshed and embedded to meet the pastoral and emotional needs of our pupils, parents and staff.

Emotion Works will be introduced thoughtout the school and a refreshed implementation of Bounce Back will support pupil resilience and school recovery.

Pupil opportunities and pupil voice will be reinforced by the whole school Pivotal approaches - the way we behave, the way we interact, the way we support each other.

Outdoor Learning will become embedded across the school: to support our Health and Wellbeing and the way we learn in all areas of the curriculum. Hail, rain or shine, we will be outside!

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