

School Improvement Plan

'Everyone Attaining, Everyone Achieving, through Excellent Experiences'

Session 2017 - 2018



Neilston Madras
Primary School Family Centre

Neilston Learning Campus

Preface

Our School Improvement Plan (SIP), sets out the actions that will be taken to improve experiences and provision, attainment and achievement. The elements of the SIP will contain sufficient detail to drive all planning for improvement across the campus. The SIP is a working document that is reviewed termly with key stakeholder groups to ensure that the implementation of improvement is progressive and aligned with the plan set out in this document. The review process will allow for the measuring of the desired impact detailed within this plan.

The SIP will be used to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence. This improvement plan works along-side our Cluster Improvement Plan which enables us to work together to aspire, drive and excel.



Vision, Values and Aims

Across our campus our vision is to be an outstanding, values-based Centre for education that is at the heart of its community, striving for excellence. We strive to enable our children to achieve their highest potential across the curriculum and beyond. Ultimately, we want all our young people to attain and achieve at the highest level possible through excellent experiences and opportunities.

Our school values were developed in partnership with our parents, staff and pupils. We have 6 'Value Hero's' designed by our children:



Honest Harper



Fair Freddy



Trustworthy Tom



Responsible Ralph



Respectful Ruby



Caring Connor

It is the aim of everyone across our campus to ensure that:

- ✓ There is a welcoming atmosphere and positive ethos throughout the establishment.
- ✓ A secure, happy atmosphere, and an interesting and stimulating environment in which our young people can learn most effectively, is provided
- ✓ We encourage our young people to be actively involved in the life of our establishment and the decision-making process so that they can begin to develop knowledge and understanding of citizenship.
- ✓ Learning achievement of all children is valued and high aspirations and ambitions are promoted across the campus
- ✓ Within our inclusive establishment all young people are given the confidence, attributes and capabilities to make valuable contributions to our society and are encouraged to become successful learners, confident individuals, responsible citizens and effective contributors.
- ✓ Promote lifelong learning so that our young people are able to make informed choices and decisions that ensure a healthy lifestyle.
- ✓ We plan for improvement by continuous self-evaluation and professional dialogue, reporting on standards and quality to ensure quality education and excellent experiences.
- ✓ A strong partnership with parents is established and effort made to ensure parents are kept fully informed and active participants in their child's learning and progress.

Improvement Priorities for 2017 – 2020 (Three Year Cycle)*

<i>2017 - 2018</i>	<i>2018 - 2019</i>	<i>2019 - 2020</i>
To promote positive improvement and effective leadership of self-evaluation and continuous improvement, professional enquiry and an environment conducive to the promotion of digital learning.	To further develop Technologies progression within the framework of Curriculum for Excellence	To further improve provision to meet the social and physical wellbeing of our children
To enhance the quality of care and education by raising attainment in literacy and numeracy by 5% amongst the lowest 20% achievers, through the implementation of nurturing principles across the campus and a progressive and coherent digital technologies programme.	STEM Developing the Young Work Force -Master Class Sessions (Parental Engagement)	To continue to raise attainment in English & Literacy – as per the ERC Literacy Strategy
To ensure the best possible outcomes for our learners by raising attainment across the milestones for pre-school children, reviewing the Early Years assessment processes and the development of our Early Level Learning spaces	To further improve provision to meet the mental and emotional wellbeing of our children	

*This summary grid is updated annually to take account of educational change and developments.

School Improvement Priorities for 2017 – 2018

1.	<p><i>To promote positive improvement and effective leadership of change by;</i></p> <ul style="list-style-type: none"> a) Embedding a culture of self-evaluation and continuous improvement across the campus b) Engaging staff in CLPL with particular focus on professional enquiry, to inform whole school improvement c) Creating, sustaining and enhancing a motivating environment for effective digital learning d) Developing a campus environment where staff work effectively as a team. Where a strong ethos of sharing practice, and of peer support and challenge is nurtured
2.	<p><i>To enhance the quality of care and education by;</i></p> <ul style="list-style-type: none"> a) Literacy and English - Ensuring consistent and effective approaches to skills development; Increase attainment by 5% with a particular focus on the lowest 20% of achievers (reading and Spelling) b) Numeracy and Mathematics - Ensuring consistent and effective approaches to skills development; Increase attainment by 5% with a particular focus on the lowest 20% of achievers. Underpinned by increased parental Engagement in homework and targeted support c) Health & Wellbeing - Raise attainment across identified groups of children through the implementation of nurturing principles across the campus, with a particular focus on the Nurture Class d) Digital Technology - To embed a progressive and coherent approach to the teaching of Digital technologies to enhance learning and teaching experiences for pupils and teachers.
3.	<p><i>To ensure the best possible outcomes for our learners by;</i></p> <ul style="list-style-type: none"> a) Early Level - Raising attainment across the milestones for pre-school children through the development of Early Level environments to reflect current best practice models and early years pedagogy. b) Cross Campus - introducing Narrative Assessment – to better track individual achievements beyond summative assessments. c) Early Level - Effective use of ERC Early Level assessment, monitoring and tracking d) Cross Campus - Create, sustain and enhance a motivating environment for outdoor learning across the campus

Leadership and Management

How good is our leadership and approach to improvement?

Improvement Priorities:

To promote positive improvement and effective leadership of change by;

- a) Embedding a culture of self-evaluation and continuous improvement across the campus
- b) Engaging staff in CLPL with particular focus on professional enquiry, to inform whole school improvement
- c) Creating, sustaining and enhancing a motivating environment for effective digital learning
- d) Develop a campus environment where staff work effectively as a team. Where a strong ethos of sharing practice, and of peer support and challenge is nurtured

NIF Priority

- ✓ Improvement in attainment
- ✓ Closing the attainment gap between the most and least disadvantaged children

Quality Indicators

- 1.1 Self-evaluation for Self-improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 1.4 Leadership and Management of Staff
- 1.5 Management of Resources to promote Equity

NIF Driver(s)

- ✓ Teacher Professionalism
- ✓ School Improvement

Local Improvement Plan – Expected Outcome/Impact

- ✓ Develop our digital capacity and modernize services for learners
- ✓ Resources which lead to improvements for learners

Impact & Outcomes		Action	Personnel	Timescales	Resources	Monitoring & Evaluation
a	A culture of self-evaluation and continuous improvement	<p>Revisit practices in self-evaluation using How Good Is Our School? 4, How Good is our Early Learning and Childcare? and Building Ambition, National Care Standards and SSSC Code of Practice</p> <ul style="list-style-type: none"> ✎ Audit of current self-evaluation processes ✎ Develop Self-Evaluation Calendar – distribute to all stakeholders ✎ Audit of current NIF evaluation process – How do we measure our success against the NIF? 	SMT Class Teachers CDO PSA	<p>August 2017- June 2018</p> <p>August – September (Calendar)</p> <p>October – NIF evaluation / impact</p>	<p>HGIOS 4 HGIOELC</p> <p>2020 Learning and Teaching in ER Schools Cluster Budget School Budget National Improvement Framework (NIF)</p>	<p>*Professional learning record. *Portfolio of evidence. *Self-evaluation. *Moderation of teacher judgements *Quantitative data, *People's views, *Direct observation HGIOS Pt 2 HGIOELC Pt 12</p>
b	All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain practice	<p>Commitment to CLPL using the model of professional learning:</p> <ul style="list-style-type: none"> ✎ reflection on practice ✎ collaborative learning ✎ Peer / Team teaching / Lesson Study - linked to professional enquiry ✎ Purposeful, professional dialogue (linked to Qis and individual learners) ✎ CDOs take responsibility for specific learning areas (FC specific) ✎ Pilot of Practice video analysis 	SMT Class Teachers PSAs CDOs	June 2017 (PRD) then from August 2017 on-wards	<p>Proforma Guidance notes Protected time for action research and reporting back Cluster lesson study groups Self – Evaluation Calendar iPads</p>	<p>CLPL Plan (campus), CLPL Record (individuals) Portfolio of Evidence (individuals)</p> <p>Peer learning visits /lesson studies Video analysis of lessons Quality Assurance Calendar activities HGIOELC Pt 14</p>
c	Create, sustain and enhance a motivating environment for effective digital learning	<ul style="list-style-type: none"> ✎ Manage digital technologies proactively and efficiently. ✎ Create an ICT Store ✎ On-line booking system ✎ Monitor use of resources to ensure all learners experience digital technologies 	PT 2 Class Teachers CDOs PSAs Children	August 2017 on-wards	<p>ICT Store On-line booking Timetabling Pupil Voice groups £5000 (supplemented by SOS)</p>	<p>Termly audit using on-line booking data Learning conversations/videos with children</p>
d	Develop a campus environment where staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge	<ul style="list-style-type: none"> ✎ Bespoke input from Soul Success, exploring concepts such as positive under pressure, personal change and challenge, perfect picture, vision of success ✎ Positive connections, maximizing your moment, team talk and Belbin's Self Perception Profile ✎ Frequent opportunities for campus /team collaboration ✎ Pupil groups across the campus work together ✎ Effective sharing of space across the campus (internal and external) to provide excellent learning experiences for all children ✎ Skills audit of staff – lead CLPL sessions 	All campus staff Marion Graham – Soul Success Children PT 1 & PT 2	May 2017 – August 2017	<p>£1500 In-service Day Allocation Campus Collaborative learning Calendar</p>	<p>Reflection and Feedback questionnaires Pupil group feedback Peer learning across the campus Belbin Profiles Skills audit staff Audit of the usage of the range of teaching and learning spaces across the school</p>

Evaluation and Next Steps

QUANTATIVE DATA | PEOPLE'S VIEWS | DIRECT OBSERVATION

Learning Provision

How good is the quality of the care and education we offer?

Improvement Priorities:

To enhance the quality of care and education by;

- a) Literacy and English - Ensure consistent and effective approaches to skills development; Increase attainment in reading and spelling by 5% with a particular focus on the lowest 20% of achievers
- b) Numeracy and Mathematics - Ensure consistent and effective approaches to skills development; Increase attainment in numeracy by 5% with a particular focus on the lowest 20% of achievers (specifically around increased parental Engagement)
- c) Health & Wellbeing - Raise attainment across identified groups of children through the implementation of nurturing principles across the campus and specifically across the Learning Centre (PEF Focus – see pgs 17-18)
- d) Digital Technology - To embed a progressive and coherent approach to the teaching of Digital technologies to enhance learning and teaching experiences for pupils and teachers.

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> ✓ Improvement in attainment, particularly in numeracy. ✓ Closing the attainment gap between the most and least disadvantaged children. ✓ Improvement in children and young people’s wellbeing 	<ul style="list-style-type: none"> 2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> ✓ School Improvement ✓ Assessment of children’s progress ✓ Parental Engagement 	<ul style="list-style-type: none"> ✓ An increase in putting nurturing approaches into practice ✓ An ethos of high expectations and achievement ✓ High level of parental engagement in their child’s learning

Impact & Outcomes		Action	Personnel	Timescales	Resources	Monitoring & Evaluation
a	<p>Literacy and English Ensure consistent and effective approaches to skills development Increase attainment in Reading and spelling by 5% with a particular focus on the lowest 20% of achievers</p>	<p>Improve learning and teaching through the development of:-</p> <ul style="list-style-type: none"> ✎ Book reviews ✎ iHub First News ✎ iPad apps ✎ Debating programme (provost) ✎ Book Club ✎ Cluster Reading Challenge (including moving images project) ✎ ST Analysis areas for development ✎ Alliteration and letter knowledge ✎ Deployment of 5 minute literacy box ✎ Early Level – Phonological Awareness ✎ Consistent use of ERC framework and benchmarks ✎ Tracking of 0-3 curriculum outcomes for 2 yr old children 	<p>SMT Class Teachers PSAs CDOs Viki Devlin Early Level Literacy Team</p>	<p>From September 2017</p>	<p>£500 subscriptions 5 minute box resource ERC Early Years Tracking tool</p>	<p>Collection of evidence Pupil groups Audit of usage 5 minute box assessment 2 yr old tracking documentation ST analysis / results SWST analysis</p>
b	<p>Numeracy and Mathematics Ensure consistent and effective approaches to skills development; Increase attainment by 5% with a particular focus on the lowest 20% of achievers. Increased parental Engagement in homework Prepare children for new Scottish National Standardised Assessment</p>	<p>Improve learning and teaching through the development of:-</p> <ul style="list-style-type: none"> ✎ iPad apps ✎ Application of mathematical knowledge in problem solving contexts ✎ ST Analysis areas for development ✎ Differentiation in Numeracy and Mathematics ✎ Number Talks ✎ Direct teaching of mental maths skills ✎ Early level focus on - Adding and subtracting, Counting and matching and Position of number ✎ <i>You said, We did</i> inclusions in monthly newsletter ✎ Family Learning kits for Numeracy ✎ Family Centre numeracy focused workshops ✎ Development of a progressive homework support programme across the levels ✎ Review of Homework Policy ✎ Maths week (families) changing attitudes toward maths (Scottish Maths Week) ✎ Parent/child homework club ✎ Deployment of 5-minute numeracy box ✎ Guidance note for numeracy lessons ✎ Cluster Digital challenges ✎ Revised Numeracy and Mathematics Policy/guidance ✎ Deployment of 5-minute Numeracy box 	<p>SMT Class Teachers PSAs PT 2 Cluster Numeracy Group</p>	<p>From September 2017</p>	<p>£1000 subscriptions / purchases TeeJay Mental Maths Number Talks Teejay Money & Finance (resourcing and training) 5 minute box baseline assessments *Parental Involvement Strategy *Family Friendly Accreditation Microsoft Forms ERC Numeracy & Mathematics Strategy Cluster Group Cluster Glow WTA – Curric.Dev. time YouTube number talks</p>	<p>Pupil voice Parent voice Participation analysis Tracking standardised test scores</p>

Impact & Outcomes		Action	Personnel	Timescales	Resources	Monitoring & Evaluation
C	<p>Health & Wellbeing Raise attainment across identified groups of children through the implementation of nurturing principles specifically across the campus</p>	<p>Improve learning and teaching through the development of:-</p> <ul style="list-style-type: none"> ✎ Evaluation – How Nurturing is our school? ✎ Revisit the principles of nurture across the campus ✎ Promote a balance of nurture and self-regulation ✎ Parental engagement in the principles of nurture ✎ Swedish meals methodology - social/celebrated ritual (FC) ✎ Staff training on attachment theories ✎ Embedding the 5 to thrive programme across the campus 	<p>DHT Inclusion Teacher Inclusion PSA All staff</p>	<p>From August 2017</p>	<p>Inclusion Teacher Inclusion PSA Learning Centre (furnished) £45000 (£43500 from PEF) HMIE Nurture Toolkit Educational Psych</p>	<p>Boxhall Assessments ST scores SWST scores Schonell Assessments Parent Survey Pupil survey Wellbing web baseline termly review Nurture Toolkit</p>
d	<p>Digital Technology To embed a progressive and coherent approach to the teaching of Digital technologies to enhance learning and teaching</p>	<p>Improve learning and teaching through the development of:-</p> <p>Share links to lesson plans and resources available for the teaching of progressive lessons in:</p> <ul style="list-style-type: none"> ✎ Playful Learning and Gaming (playing with electronic games, remote control or programmable toys, creating a game incorporating control technology or interactive multimedia using LOGO/Turtle, Scratch or Kodu) ✎ Consistent use of digital resources to allow pupils to enable understanding and application of digital skills, and create digital products throughout their leaning processes: ✎ Update ICT / Technologies Policy ✎ Share Technologies Benchmark Statements ✎ Add Benchmarks to Curriculum Map ✎ Share good practice established in authority ✎ Provide CLPL (ALL staff) ✎ Digital Leaders ✎ App of the month ✎ MIE trained staff / Digital Leaders ✎ Digital Schools Award ✎ Use of technology to evidence learning ✎ Social Media guidance for parents 	<p>PT2 All staff Digital Leaders</p>	<p>From August 2017</p>	<p>iPads laptops chrome books 3D Printer Bee-bots Programable toys £2000 Digital Learning Strategy</p>	<p>Pupil voice Digital floor book Audit of tech usage Audit impact on skills from work Baseline audit of benchmark skills individually (at the beginning and end of the time frame) traffic light checklist of benchmarks</p>

Evaluation & Next Steps

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Successes and Achievements

How good are we at ensuring the best possible outcomes for all our learners?

Improvement Priorities:

To ensure the best possible outcomes for our learners by;

- a) Raising attainment across the milestones for pre-school children through the development of Early Level environments to reflect current best practice models and early years pedagogy.
- b) Introducing Narrative Assessment – Early Years and vulnerable young people (school) to better track their individual achievements beyond summative assessments.
- c) Effective use of assessment, monitoring and tracking across the Early Level.
- d) Create, sustain and enhance a motivating environment for outdoor learning across the campus

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> ✓ Improvement in attainment, particularly in numeracy. ✓ Closing the attainment gap between the most and least disadvantaged children. 	<ul style="list-style-type: none"> 3.1 improving well-being equality and inclusion 3.2 raising attainment and achievement 3.3 increasing creativity and employability
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> ✓ School Leadership ✓ Parental engagement ✓ School improvement 	<ul style="list-style-type: none"> ✓ An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27-30 month assessment on entry to primary 1

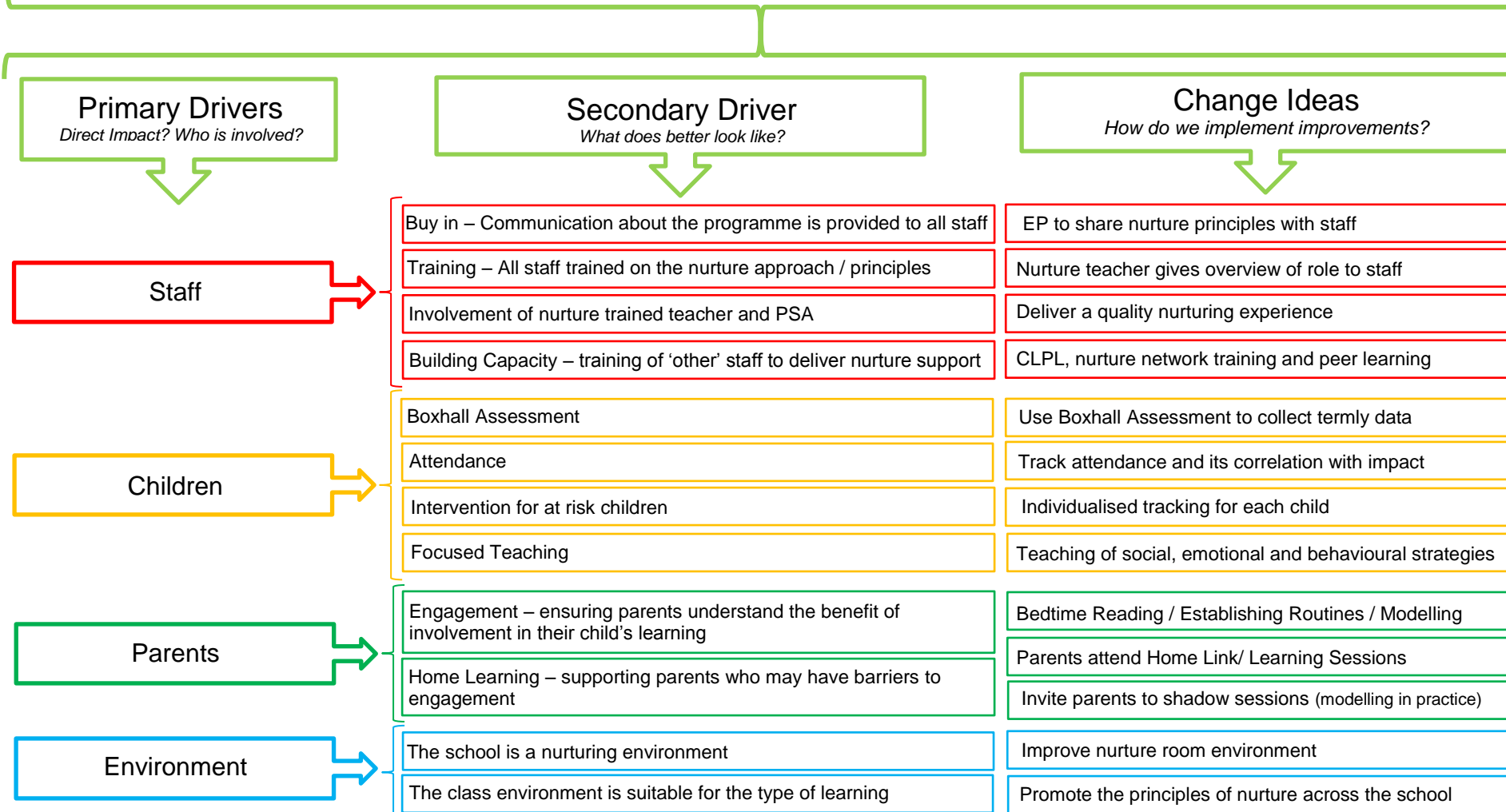
Impact & Outcomes		Action	Personnel	Timescales	Resources	Monitoring & Evaluation
a	To raise attainment across the milestones for pre-school children through the development of Early Level environments to reflect current best practice models and early years pedagogy with specific focus on fine and gross motor skills	<ul style="list-style-type: none"> ✎ Phased transition to pedagogical play in P1 ✎ Introduction of 'Looping' project across the Early level ✎ CLPL play based pedagogy in the classroom ✎ Professional Reading ✎ Child-centred areas across FC with focus on Fine and Gross Motor Skills 	PT1 DHOC CDOs	Aug, Jan, Jun August	Visit St Andrew's Campus Kilmarnock (Cover provision) £3000 for environments changes	Pre-school children: Analysis of milestone success (baseline) August > Termly
b	To introduce narrative assessment – Early Years and vulnerable young people to better track individual achievements beyond summative / standardised assessments	<ul style="list-style-type: none"> ✎ Training of staff on the implementation of narrative assessment ✎ Floor books for each context for learning (FC) and vulnerable young people (school) 	PT1 LB CDOs Teachers SMT PSAs	August 6 weekly (FC)	Narrative Assessment Guide	Termly analysis /review of narrative assessments Floor books Learner conversations
c	Build capacity in effective use of assessment, monitoring and tracking in early years	<ul style="list-style-type: none"> ✎ Update professional judgements termly ✎ Authority Tracker deployment ✎ Learning conversations with children ✎ Professional dialogue ✎ Sharing good practice ✎ Consistency across the school and Family Centre ✎ Cross campus moderation 	PT1 DHOCs Early Years Teachers CDOs	ERC Tracking?	HGIS Pt 37 HGIS Pt 39	Tracking system Professional dialogue Moderation tasks
d	Create, sustain and enhance a motivating environment for outdoor learning across the campus	<ul style="list-style-type: none"> ✎ Forrest School Training ✎ School / Centre Outdoor Team leads ✎ Develop a progressive Outdoor Education programme ✎ Requisition resources and materials to support the delivery of quality outdoor experiences ✎ Focused CLPL on outdoor learning ✎ Deployment of physical literacy and muddy movers across Early Level ✎ Develop an Outdoor learning campus Policy 	OC LL Teachers CDOs	One full year August – October August – October From August From August August - September	Work shadow Pollock Park Nature Kindergarten Forest School Training (2x staff members) £1900 £7500 HMIE – Learning Outdoors Taking Learning Outdoors	Pupil voice Staff voice Floor books Outdoor learning programme Policy development Evaluations of CLPL

Evaluation & Next Steps

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Pupil Equity Fund – Overview (DRIVER DIAGRAM 1 – A Nurturing Approach)
Improvement Focus: *Raising Attainment in Health & Wellbeing*

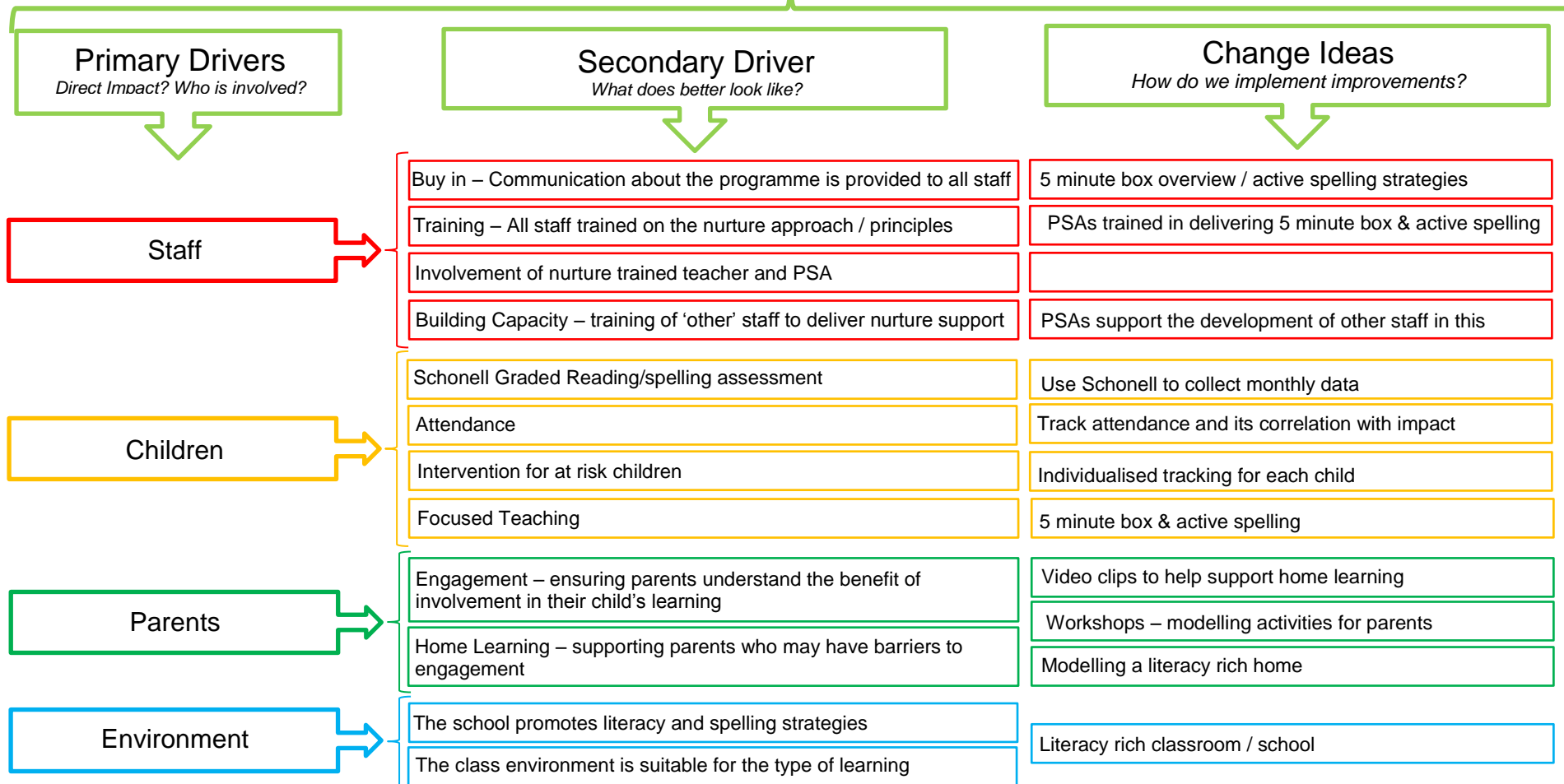
Stretch Aim: Raise attainment in social, emotional and behavioural development by 15% amongst the identified target group.



Pupil Equity Fund – Overview (DRIVER DIAGRAM 2 – Reading and Spelling)

Improvement Focus: *Raising Attainment in Literacy (Spelling & Reading)*

Stretch Aim: Raise attainment in spelling and reading by closing the gap between chronological age and spelling ages by 25%.





INVESTORS
IN PEOPLE | Gold



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