

# Neilston & Madras Learning Campus

*Neilston Primary School & Madras Family Centre*



## Campus Improvement Plan

*A focus on restoration and regeneration*

Safe | Ready | Honest | Respectful | Ambitious | Responsible

## Preface

This document has been produced to outline our focus on improvement which this session, as we continue to recovery from the pandemic will focus broadly on the themes of restoration and regeneration across Neilston Primary School and Madras Family Centre. The last twelve months have challenged us all in many ways, aspects of our adaptations will continue as good practice as we look to focus on the restoration and regeneration of our campus community and the learning that takes place within.

The COVID-19 pandemic has been an unprecedented experience for us all professionally and personally. It will have had varying impact on each of us and our families. It is important to understand and appreciate this as we move forward. It is essential that we apply this train of thought to our learners and their families too.

The improvement aspects of this restoration plan will focus on Literacy and English, specifically; raising attainment in Reading and the continuation of the pedagogy of 'Big Writing' to raise attainment.

The recovery curriculum will be a streamlined curriculum that will allow us to provide excellent experiences for our young people in three key areas: Health and wellbeing (including mental health and resilience) alongside Literacy and numeracy.

Our focus on restoration enables us to target the rebuilding of our curriculum, the wider life of the campus and the range of experiences and opportunities that our children benefit from. We can do this alongside the restoration of systems and routines as required. Our key restoration objectives are relationships with and between our young people and their families.

If we consider regeneration then we seek to identify the best practice elements over the last year and identify how we can utilise these elements as we consider the restoration of our campus.



**Mr Gerard Curley – Head Teacher**  
*Neilston & Madras Learning Campus*

## Our Vision

We have built our school vision together with our children, families, staff and contributions from the wider community.





# Our Values...

**SAFE** — We are safe in our campus, safe to learn from our mistakes and safe to be who we are and what we believe. We keep ourselves and each other safe.

**READY** — We are ready, ready to listen, ready to learn and ready to be the very best versions of ourselves. We are ready to support and protect each other.

**HONEST** — We are honest about our strengths and the things we need to be better at. We the staff, pupils and parents are honest with each other.

**RESPECTFUL** — We respect our school and our community. We respect our resources and people who are here to help us. We respect each other.

**AMBITIOUS** — We are ambitious and want to be the best we can be, in everything that we do. We the staff, pupils and parents are ambitious for ourselves and each other.

**RESPONSIBLE** — We are responsible for our actions and reactions. We are responsible for making sure we all feel safe with; ready for; respected by; have ambition for; and are honest with; each other.

**R** **RECOGNITION** of what's happened and that our experiences during lockdown have all been different, life-changing for many and significant for us all. How do we encourage everyone to share their story of the pandemic so far?

**E** **EMPATHY** for the mix of emotions that we have in response to events at home, in school, the community and in the wider world. How can we respond with empathy, compassion and self-care, whether we are staff, students or parents?

**S** **SAFETY** will be paramount, both emotional and physical. How do we re-establish a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they've been away from school, feel safe again?

**T** **TRAUMA** is now a collective as well as an individual experience, how does the school community process this? How do we support people who have experienced very particular traumas during lockdown or who are facing an even more uncertain future?

**O** **OPPORTUNITY** to change what needs to be changed, to reflect on what matters to us and if we'd like to do anything differently. How do we learn from this experience, now that we know we can question even seemingly fixed aspects of our world?

**R** **RELATIONSHIPS** are key, as they always have been. How do we reconnect, and (re-) build inclusive, responsive relationships at all levels in school?

**E** **ENGAGEMENT** in our own health and well-being and with issues that affect us: our teaching, learning and community. How do we foster a culture that enables staff and students to have ownership of and agency in their lives?



## Improvement Priorities for 2021 – 2024 ( Three Year Cycle)\* - *Neilston Primary School*

<b>2021 - 2022</b>	<b>2022 - 2023</b>	<b>2023 - 2024</b>
Analysis and Evaluation of intelligence and data to inform improvement	Partnership Building – Neilston / Madras / St Thomas'	Learning Environments
Enhancing Practitioner Enquiry	Improving outcomes for learners in Health & Wellbeing, Literacy and numeracy	Systems and Operations
Improving outcomes for learners in Health & Wellbeing, Literacy and numeracy	Problem Solving Across the curriculum - Make explicit links within the classroom between maths and STEM, IDL, Skills Academy	Improving outcomes for learners in Health & Wellbeing, Literacy and numeracy
Engaging families in learning		
Developing the Young Workforce – Skills Academy		

## Improvement Priorities for 2021 – 2024 ( Three Year Cycle)\* - *Madras Family Centre*

<b>2021 - 2022</b>	<b>2022 - 2023</b>	<b>2023 - 2024</b>
Analysis and Evaluation of intelligence and data to inform improvement	Partnership Building – Neilston / Madras / St Thomas'	Learning Environments
Enhancing Practitioner Enquiry		Systems and Operations
Observational Assessment in Early Learning and Childcare		
Engaging families in learning		

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

# *Neilston Primary School*

## Broad Improvement Priorities for 2021 – 2022 (**SCHOOL**)

*Strategic aims for recovery, restoration and regeneration  
to improve outcomes for learners through...*

1.1	a) <b>Self-evaluation for self-improvement</b> – analysis and evaluation of intelligence and data and ensuring the positive impact on learners successes and achievements
1.2	b) <b>Leadership of learning</b> – Practitioner engagement and collegiate working across our professional enquiry model
2.1	a) <b>Curriculum Regeneration</b> – Ensuring excellent experiences for all through a review of pedagogical approaches and learner entitlements
2.3	b) <b>Learning, Teaching &amp; Assessment</b> – A review of assessment (being integral to the planning for learning and teaching)
2.5	c) <b>Engaging families in learning</b> – completing the rollout of purposeful engagement across all levels
3.1	a) <b>Evaluating impact of child wellbeing plans</b> – Supporting learners to feel well supported to do their best b) <b>UNCRC Silver Accreditation</b> – Embedding the UNCRC into daily practice across the campus
3.3	c) <b>Increasing Creativity and employability</b> – Regeneration of our skills academy (skills for learning life and work programme)










## Leadership and Management - *How good is our leadership and approach to improvement?*

### Improvement Priorities:

- a) **Self-evaluation for self-improvement** – analysis and evaluation of intelligence and data and ensuring the positive impact on learners successes and achievements
- b) **Leadership of learning** – Practitioner engagement and collegiate working across our professional enquiry model

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> <li>✓ <u>Improvement in attainment (Literacy &amp; Numeracy)</u></li> <li>✓ <u>Closing the attainment gap between the most and least disadvantaged children</u></li> </ul>	<ul style="list-style-type: none"> <li>1.1 <u>Self-evaluation for Self-improvement</u></li> <li>1.2 <u>Leadership of Learning</u></li> <li>1.3 Leadership of Change</li> <li>1.4 Leadership and Management of Staff</li> <li>1.5 Management of Resources to promote Equity</li> </ul>
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> <li>✓ <u>Teacher Professionalism</u></li> <li>✓ <u>School Improvement</u></li> <li>✓ <u>School Leadership</u></li> <li>✓ <u>Parental Engagement</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ A culture of self-evaluation and continuous improvement</li> <li>✓ Higher levels of parental engagement in their children's learning and the life of the school</li> <li>✓ <u>A skilled and confident workforce</u></li> <li>✓ <u>A culture of professional enquiry</u></li> </ul>



Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
a	All practitioners (supported by the SLT) have an accurate overview of attainment across the school in order to plan next steps	 Analysis and Evaluation of intelligence and data to track attainment and improvement priorities as part of our commitment to learning recovery <ul style="list-style-type: none"> <li>SLT Data analysis and review meetings</li> <li>Professional Dialogue sessions with Teachers</li> <li>Interrogating data – Using developmental milestones, baseline assessments, ST / SNSA data to support professional judgements and inform practice and planning. <i>(Class Teachers and SLT)</i></li> </ul>	SLT Data Review: June 2021 August 2021 September 2021  Professional Dialogue Data Review: September 2021  Oct / Feb / May	<a href="#">Gradient of Learning</a>  SIMD / FME Data  <a href="#">Benchmark Documentation</a>  Achievement Database  Benchmarking toolkit  Attainment Database  <a href="#">Assessment Policy</a> <a href="#">Assessment Map</a> <a href="#">Assessment within the BGE</a>  CLPL Attainment Data 1hr (Identified Staff)	Attainment Data  Pre / post assessment information  Standardised Test results  Baseline results  Developmental Milestone results  Achievement Database  CfE levels / judgements  Professional Dialogues  Early Years Database (P1 Entrants)
		 Robust approached to the moderation of writing <ul style="list-style-type: none"> <li>Raising awareness / building a shared understanding of what a professional judgement is and how we arrive at it. Using Assessment Policy and Assessment Map to guide <i>(JMCD, B.Daly and Class Teachers)</i></li> </ul>  Through effective use of a suite of assessment, review 'Assessment within BGE' by Ed Scot and adjust Assessment Policy and Assessment Map to reflect this   Targeted self-evaluation activity by Pupil Self-Evaluation Group   Evolving Systems Thinking (Building Data Driven Dialogue)	Aug >		
b	Practitioner engagement in collaborative professional enquiry to ensure excellent experiences for all.	 WTA agreement Model  Cluster working groups <ul style="list-style-type: none"> <li>Leadership &amp; Management – (G.Curley)</li> <li>1+2 Languages – (L.Allen &amp; L.Robertson)</li> <li>ASN (Building Capacity) (J. McDermott &amp; V. McCabe)</li> </ul>  Professional enquiry focus groups <ul style="list-style-type: none"> <li>Understanding differentiation</li> </ul>  Refocusing of Prof Enquiry(JMCD)	Aug >  Oct >  Sep>	<a href="#">WTA Overview</a>  <a href="#">Excellent Experiences for All Document</a>  Practitioner Enquiry by George Gilchrist CLPL – 1hr (Open to all)  <b>Book / Article Review Titles:</b> <ul style="list-style-type: none"> <li>➤ Teaching Backwards</li> <li>➤ <a href="#">Differentiation by Carol Ann Tomlinson</a></li> </ul> The differentiated Classroom by Carol An Tomlinson £100 The Ultimate Guide to differentiation By Sue Cowley £100	Professional Enquiry Sharing Event  Impact statements from Book / article review groups  Practitioner feedback  Cluster Group Feedback sessions












## 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) **Curriculum Regeneration** – Ensuring excellent experiences for all through a review of pedagogical approaches and learner entitlements
- b) **Learning, Teaching & Assessment** – A review of assessment (being integral to the planning for learning and teaching)
- c) **Observational Assessment in Early Learning and Childcare** - Developing consistent use of observation to assess academic and developmental progression of learners
- d) **Engaging families in learning** – completing the rollout of purposeful engagement across second level

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

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
<i>Raise attainment in literacy and English by 2% through...</i>					
a	Developing pupil language capacity to support increased attainment in reading.	<p> <b>Word Aware:</b> Training that explores the explicit teaching of vocabulary using the STAR approach, adopting a whole school approach but is equally effective for specific classes and groups or individual learners (L Fawcett/G Gourlay/J McDermott)</p> <p> <b>Guided Reading:</b> developing and applying strategies they know to new text, building independence (L Fawcett/G Gourlay/J McDermott)</p> <p> <b>Together Raising Attainment in Literacy (TRAIL)</b> early intervention that builds attainment and lifts performance in stages P3-5</p> <ul style="list-style-type: none"> <li>Explicit teaching of vocabulary, reading texts and fluency in writing</li> <li>Can be led by RR teacher P3-5 group intervention, 4 pupils, 2-4 day pw, ½ hour sessions (L Fawcett/G Gourlay/E. Brooksbank)</li> </ul> <p> <b>Daily Literacy Learning (DLL)</b> Across whole P2 stage – to build a strong foundation of oral language skills, building confident, independent readers and writers</p> <p> <b>Literacy Policy Update:</b> Refresh of Campus literacy policy in light of CLPL and pedagogical enhancement (J. McDermott &amp; G. Orr)</p>	<p>August In-Service 2hrs CLPL Live for School practitioners</p> <p>Sept &gt; 2hr CLPL session P4- P7 practitioners</p> <p>September 2021 &gt; Training via Teams for RR Teacher 2 Hours and can be delivered alongside RR training. (Planned in after 1<sup>st</sup> Prof. Dialogue for practitioners)</p> <p>Both P2 teachers training August 2021 with support from RR Team weekly to team teach, support with planning, monitoring and assessment</p>	<p><a href="#">Word Aware</a> Word Aware 2 Total cost £105 Copying of materials for class use thereafter: £1200</p> <p>Reading Recovery Practitioner £1000 Training</p> <p>Supplementary texts (Big Cat) Funding TBC.</p> <p><a href="#">EEF – Improving Literacy P1-P3</a></p> <p><a href="#">EEF – Improving Literacy P4 – P5</a></p>	<p>Pre / post intervention assessments</p> <p>Professional Dialogue with practitioners</p> <p>Increased attainment in reading</p> <p>Increased attainment in writing through Cold pieces and Standardised Testing</p> <p>Practitioner Feedback – the teaching of writing</p> <p>Robust progression database for L2 to support the transition to EWHS</p>
b	Enhancing pedagogy in writing through individualised target setting and robust assessment of progress	<p> Big writing pedagogy – targeted/new practitioners (B.Daly)</p> <p> Moderation across the level (SLT Classroom Practitioners)</p> <p> Read Write Training (L. Robertson)</p>	<p>Introduction (Identified staff) (September)</p> <p>Oct &gt; Oct In-service</p>	<p>Classroom visits focusing on writing (Nov 21)</p>	
b	Gathering a suitable range of evidence to benchmark attainment in L2 across second level (French)	<p> Moderation (L.Allen, L. Robertson, M. Connorwood)</p> <p> Collaboration with Louise Glen – Assessment of L2 (L.Allen)</p> <p> Review of our new tracking database (L.Allen, G. Curley &amp; A.Howie)</p>	<p>Jan &gt;</p> <p>Aug&gt;</p>	<p>Database mock up</p> <p>Have this officially added to our ERC tracking Database</p>	

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
<i>Raise attainment in numeracy &amp; mathematics by 2% through...</i>					
a	Embedding the pedagogy and mindset essential to enhancing knowledge and understanding within problem solving	 Revisit revised Maths planner and guidance note (A. Howie)	Aug / Sept 2021	Print Budget £500 General stationary items / display resources  <a href="#">Math Planner Orientation Video</a>  <a href="#">Cluster Numeracy Methodology</a>  Parent Guides to Cluster Methodology: <a href="#">Early Level</a> <a href="#">First Level</a> <a href="#">Second Level</a>	Survey practitioners  Revise policy and ratify  Explicit expectations understood and evidenced across the school  Survey pupil mentors and targeted individuals pre / post input re: positive maths mindset
		 Revisit NPS Numeracy Policy (A. Howie, G.Orr & Maths Champions)	Sept / Oct 2021		
		 Develop shared understanding and language of Problem Solving (SLT, Practitioners)	Sept – Dec 2021		
		 Ensure that Problem Solving strategies are introduced and taught progressively at Early, First and Second Levels (SLT, Practitioners) <ul style="list-style-type: none"> <li>Embed use of manipulatives for all newly introduced concepts and strategies</li> <li>Further embed use of Numeracy Blueprints across the school</li> <li>Update displays to include problem solving strategies, positive maths mindset, with a particular focus on gender balance</li> </ul>	Feb 22 In-service (PM)>		
		 Introduction of school maths club/ pupil maths mentors who will assist in the development of a positive maths mind set (gender balance) (A. Howie)	Jan 22 >		

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
<i>Improving and enhancing approaches to health &amp; wellbeing through...</i>					
a	Whole campus Relational Practice I training to focus on relational practice, positive behaviour management and development of Mental Health awareness and support	<b>Relational Practice and Positive Behaviour Management:</b> <ul style="list-style-type: none"> <li>Refresh and completion of Relational Practice Level 1 training.</li> <li>Relational Practice Level 2 training – Mental Health</li> <li>Staff working group to leading training (Emma R, Michael C, Joanne Mac, E Roy)</li> <li>Action research? VM to attend Relational Practice Level 3</li> </ul> <b>Trauma Aware and Informed Practice</b> <ul style="list-style-type: none"> <li>Staff book study - Monthly meeting of staff to facilitate professional dialogue and impact on practice. 'Know me to Teach Me' (E. Roberts)</li> <li>Healthier Minds CLPL– Trauma Informed Practice, ACES and nurturing approaches: Bringing it Together in the Classroom</li> </ul> <b>Pupil Self-Evaluation Group</b> <ul style="list-style-type: none"> <li>Theme 1 – Our relationships</li> <li>Theme 4 – Our health &amp; Wellbeing</li> </ul> <b>Anti-Poverty Strategy: Poverty Proofing Our School</b> <ul style="list-style-type: none"> <li>Ensuring consideration is given to all poverty types</li> <li>Audit our provision in regard to the Local Poverty Action Plan</li> <li>How well do we account for explicit and hidden poverty within our community – a position paper (PTs)</li> </ul>	Aug-Dec  Oct In-service  Oct 25 <sup>th</sup>  Aug >  Aug > May 2021	Relational Practice curriculum training materials and book club materials  Know Me to Teach Me – Louise Bomber Supporting book club material After the Adults Change £200  Level 3 Training £1000  <b>Book / Article Review Titles:</b> <ul style="list-style-type: none"> <li>&gt; Know me to Teach Me</li> <li>&gt; When the Adult Changes...</li> <li>&gt; After the adults change</li> </ul> <a href="#">HGIOURS (Part 1)</a> <a href="#">HGIOURS (Part 2)</a>  <a href="#">ERC Child Poverty Action Plan</a>	Pre / post survey  Case Study Professional Enquiry  Practitioner Sharing Event
	Increase family engagement in learning	<b>FCA Gold Accreditation</b> <ul style="list-style-type: none"> <li>Staff/parent/pupil focus groups</li> <li>Action plan completed</li> <li>Parental HWB workshops? E.g. Treehouse, sleep hygiene</li> </ul>	Aug > March 2022  Term 2		Gold Validation







## 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) **Evaluating impact of child wellbeing plans** – Supporting learners to feel well supported to do their best
- b) **Increasing Creativity and employability** – Regeneration of our skills academy (skills for learning life and work programme)
- c) **UNCRC Silver Accreditation** – Embedding the UNCRC into daily practice across the campus

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> <li>✓ Improvement in attainment, particularly in literacy and numeracy.</li> <li>✓ <u>Closing the attainment gap between the most and least disadvantaged children.</u></li> </ul>	<ul style="list-style-type: none"> <li>3.1 <u>improving well-being equality and inclusion</u></li> <li>3.2 <u>raising attainment and achievement</u></li> <li>3.3 <u>increasing creativity and employability</u></li> </ul>
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> <li>✓ School Leadership</li> <li>✓ Parental engagement</li> <li>✓ <u>School improvement</u></li> <li>✓ Teacher Professionalism</li> <li>✓ <u>Assessment of children's progress</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ <u>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</u></li> <li>✓ <u>An increase in the number of pupils with well-developed employability skills</u></li> <li>✓ <u>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential</u></li> <li>✓ <u>An increased number of pupils agreeing they have opportunities to celebrate personal achievements</u></li> </ul>

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
<b>a</b>	Enhancing practitioner confidence in target setting and evaluative statements based on sound judgements within wellbeing plans	 Modelling best practice  <b>GIRFEC Framework</b>  Moderation of CWP (internal) (cluster level)  HGIOURS Theme 5	Term 1  Aug 21 – Jan 22	<a href="#">HGIOS 4</a> <a href="#">HGIOELC</a>  <a href="#">HGIOURS (Part 1)</a> <a href="#">HGIOURS (Part 2)</a>	Moderation Evidence Development of cluster methodology / language  Pupil responses to HGIOURS Theme 5
<b>b</b>	Embedding the United Nations Convention on the rights of the child into daily practice	<ul style="list-style-type: none"> <li>Reconvene the UNCRC Group (M.Connorwood &amp; E.Mitchell)</li> <li>Silver Award Audit</li> <li>Silver Award Accreditation</li> </ul> Begin working towards Gold Standard	December 2021 January 22 >		Silver accreditation Evaluation of practice and steps towards Gold
<b>c</b>	Increasing Creativity and employability – Regeneration of our skills academy (skills for learning life and work programme)	<ul style="list-style-type: none"> <li>Review existing pathways and evaluate their continued relevance</li> <li>Taking current Covid guidance into account, set groups and pathways</li> <li>Allocate staff to pathways</li> <li>Develop new 5 week plans that are creative, ambitious and engaging</li> <li>Ensure each pathway has links to community/external agency/stakeholders</li> <li>Organise event to share the Skills Academy focus and lessons with Parents</li> </ul>	August 2021 → Apr 2022  Termly	TBA Funding – Focus for PTA  <b>DYW ERC Action Plan</b>	Evaluative statements from learners and pupils

# *Madras Family Centre*

## Broad Improvement Priorities for 2021 - 2022 (*FAMILY CENTRE*)

*Strategic aims for recovery, restoration and regeneration  
to improve outcomes for learners through...*

1.1	a) <b>Self-evaluation for self-improvement</b> – analysis and evaluation of intelligence and data and ensuring the positive impact on learners successes and achievements
1.2	b) <b>Leadership of learning</b> – Practitioner engagement and collegiate working across our professional enquiry model
2.1	a) <b>Curriculum Regeneration</b> – Ensuring excellent experiences for all through a review of pedagogical approaches and learner entitlements b) <b>Observational Assessment in Early Learning and Childcare</b> - Developing consistent use of observation to assess academic and developmental progression of learners
2.5	c) <b>Engaging families in learning</b> – completing the rollout of purposeful engagement across all levels
3.	a) <b>Celebrating wider achievements and successes</b> b) <b>UNCRC Silver Accreditation</b> – Embedding the UNCRC into daily practice across the campus c) Develop a planned focus for 'together time' to celebrate and appreciate others








## Leadership and Management - *How good is our leadership and approach to improvement?*

### Improvement Priorities:

- a) **Self-evaluation for self-improvement** – analysis and evaluation of intelligence and data and ensuring the positive impact on learners successes and achievements
- b) **Leadership of learning** – Practitioner engagement and collegiate working across our professional enquiry model

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> <li>✓ <u>Improvement in attainment (Literacy &amp; Numeracy)</u></li> <li>✓ <u>Closing the attainment gap between the most and least disadvantaged children</u></li> </ul>	<ul style="list-style-type: none"> <li>1.1 <u>Self-evaluation for Self-improvement</u></li> <li>1.2 <u>Leadership of Learning</u></li> <li>1.3 Leadership of Change</li> <li>1.4 Leadership and Management of Staff</li> <li>1.5 Management of Resources to promote Equity</li> </ul>
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> <li>✓ <u>Teacher Professionalism</u></li> <li>✓ <u>School Improvement</u></li> <li>✓ <u>School Leadership</u></li> <li>✓ <u>Parental Engagement</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ A culture of self-evaluation and continuous improvement</li> <li>✓ Higher levels of parental engagement in their children's learning and the life of the school</li> <li>✓ <u>A skilled and confident workforce</u></li> <li>✓ <u>A culture of professional enquiry</u></li> </ul>



Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
a	<b>All practitioners (supported by the SLT) have an accurate overview of attainment across the campus in order to plan next steps</b>	 Analysis and Evaluation of intelligence and data to track attainment and improvement priorities <ul style="list-style-type: none"> <li>SLT Data analysis and review meetings</li> <li>Professional Dialogue sessions with Child Development Officers</li> <li>Interrogating data – Using emotional and developmental milestones, baseline assessments, SNSA data to support professional judgements and inform practice and planning. (P1 teachers, CDO's and SLT)</li> </ul>	August 2021 (in-service) May 2021 (in-service) August-June 2022	<a href="#">Gradient of Learning</a> SIMD / FME Data <a href="#">Benchmark Documentation</a> Achievement Database Benchmarking toolkit Attainment Database <a href="#">Assessment Policy</a> <a href="#">Assessment Map</a> <a href="#">Assessment within the BGE</a>	Attainment Data Pre / post assessment information Baseline results Developmental Milestone results Emotional Milestone results CfE levels / judgements Professional Dialogues Early Years Database (P1 Entrants)
		 Raising awareness / building a shared understanding of using high quality observations to make professional judgements. (CDOs and SLT) Using Assessment Policy and Assessment Map to guide(GO, JA, ER and all staff)	August-June 2022		
		 Moderate, using benchmarks and 'achievement of a level' guidance, the CfE toolkit and judgements of pupil progress and developmental milestone data. (CDOs and SLT)	August-June 2022		
		 Robust approach to moderation of assessment and progress tracking (all staff)	October to March 2022		
		 Analysis achievement data and how this correlates with Target attainment groups – identify necessary interventions.	August-June 2022		
b	<b>Practitioner engagement in collaborative professional enquiry to ensure excellent experiences for all.</b>	 Collegiate working with other Early Years Settings and Speech and Language Therapy  Professional Enquiry as a staff team re OPAL	August-June 2022	<a href="#">Realising the Ambition</a> <a href="#">Excellent Experiences for all</a> <a href="#">ERC Poverty Action Plan</a>	














## 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) **Curriculum Regeneration** – Ensuring excellent experiences for all through a review of pedagogical approaches and learner entitlements
- b) **Learning, Teaching & Assessment** – A review of assessment (being integral to the planning for learning and teaching)
- c) **Observational Assessment in Early Learning and Childcare** - Developing consistent use of observation to assess academic and developmental progression of learners
- d) **Engaging families in learning** – completing the rollout of purposeful engagement across second level

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

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
Raise attainment in literacy and English by 2% through...					
a	Developing language capacity to support listening and talking, early reading and writing skills through modeled practice	 Hanen Training (all EY staff)	August Inservice (JA)	<a href="#">The Hanen Approach</a> <a href="#">Realising the Ambition</a>  <a href="#">Poverty Attainment Report 2021</a>	Attainment Data
		 Training in strategies to support early language acquisition (all EY staff)	August Inservice (KB-Speech and Language Therapy) August - June 2022		Parent Questionnaire
		 Embed Hanen strategies within daily practice (all EY staff)	August - June 2022		Internal and external environments
		 Collegiate working with Isobel Mair re Hanen (all staff)	February – June 2022		Emotional and Developmental Milestones
		 Introduce Hanen as part of home visit (post Covid-19) (GO, JA, DW)	October – June 2022 (JA, GO, ER)		Listening and talking attainment between highest and lowest SIMD in Primary 1
		 Increasing parent knowledge on how to use Hanen strategies to support their child (GO, ER, JA)	November 2022		Baseline 2022/2023 (language aspects)
		 Self-evaluation of environments in terms of early language skills to ensure challenge and support (all staff)	August 2021		Developmental milestones in 2022/2023 (language aspects)
		 Appoint Hanen champion			P1 teacher judgements in L&T and writing
Raise attainment in numeracy & mathematics by 2% through...					
a	Enhance practitioner confidence in extending, introducing, assessing and modelling Mathematics and Numeracy through play	 Training in Concrete, Pictorial and Abstract methodologies within Early Years (GO for all EY staff)	August Inservice	<a href="#">Realising the Ambition</a> <a href="#">Making Maths Count</a>  <a href="#">Poverty Attainment Report 2021</a>	Parental Questionnaires
		 Training for all staff in progression of numeracy (tbc)	August - December 2021		Staff Questionnaires
		 Self-evaluation of environments in terms of the progression of early numeracy to ensure challenge and support (all staff)	August – June 2022		Early Years Tracking Database
		 Parental leaflet and workshop on how to use concrete resources to support children at home	Maths Week 2021 (GO, ER)		Baseline 2022 – numeracy aspects (highest and lowest SIMD)
		 Appoint Maths Champion	August 2021		P1 teacher judgements in Listening and Talking and Writing

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
<i>Improving and enhancing approaches to health &amp; wellbeing through...</i>					
a	Whole campus pivotal training to focus on relational practice, positive behaviour management and development of Mental Health awareness and support	 Refresh and completion of Relational Practice Level 1 training.  Relational Practice Level 2 training – Mental Health  VM to attend Relational Practice Level 3  Appoint Relational Practice Champion  Staff CLPL Group – Monthly article posted for staff to facilitate professional dialogue and impact on practice. Led by Pivotal Champion  Healthier Minds CLPL– Trauma Informed Practice, ACES and nurturing approaches	August – October 2021  October Inservice       October 2021	Relational Practice curriculum training materials and book club materials  Know Me to Teach Me – Louise Bomber Supporting book club material After the Adults Change £100  <b>Book / Article Review Titles:</b> ➤ Know me to Teach Me ➤ When the Adult Changes... ➤ After the adults change	
b	Increase Family Engagement in Learning	 Family Friendly Approaches-Gold Accreditation (JA, GO, ER and all staff)	March 2022	Family Friendly Accreditation	Staff and parent focus groups  Family Workshops Gold Validation Visit

## Successes and Achievements - *How good are we at ensuring the best possible outcomes for all our learners?*













### Improvement Priorities:

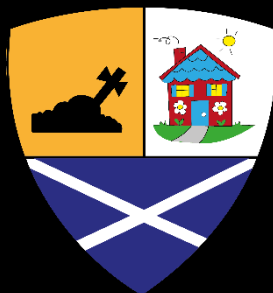
*To ensure the best possible outcomes for our learners by;*

- a) **Celebrating success and achievement** – a planned focus for ‘together time’ to celebrate and appreciate others.
- b) **Increasing Creativity and employability** – Regeneration of our skills academy (skills for learning life and work programme)
- c) **UNCRC Silver Accreditation** – Embedding the UNCRC into daily practice across the campus

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> <li>✓ Improvement in attainment, particularly in literacy and numeracy.</li> <li>✓ <u>Closing the attainment gap between the most and least disadvantaged children.</u></li> </ul>	<ul style="list-style-type: none"> <li>3.1 <u>improving well-being equality and inclusion</u></li> <li>3.2 <u>raising attainment and achievement</u></li> <li>3.3 <u>increasing creativity and employability</u></li> </ul>
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> <li>✓ School Leadership</li> <li>✓ Parental engagement</li> <li>✓ <u>School improvement</u></li> <li>✓ Teacher Professionalism</li> <li>✓ <u>Assessment of children's progress</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ <u>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</u></li> <li>✓ <u>An increase in the number of pupils with well-developed employability skills</u></li> <li>✓ <u>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential</u></li> <li>✓ <u>An increased number of pupils agreeing they have opportunities to celebrate personal achievements</u></li> </ul>



Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
a	Enhancing practitioner confidence in target setting and evaluative statements based on sound judgements within wellbeing plans	 Modelling best practice  Cluster review - audit of wellbeing plans  Moderation of CWP EY Group (internal) (cluster level) (GO)  GIRFEC Framework Training (JMcD)  CLPL delivery GIRFEC Lead Teacher FC (ER) (JMcD GO)  Moderation of wellbeing plans (JMcD and GO)	August-June 2022  August 2022 August – June 2022	<a href="#">HGIOS 4</a> <a href="#">HGIOELC</a>  <a href="#">National Improvement Framework (NIF) When the Adults change, Everything Changes by Paul Dix</a>	
b	Embedding the United Nations Convention on the rights of the child into daily practice	 Reconvene the UNCRC Group (M.Connorwood, E.Mitchell & E, Roy)  Silver Award Audit  Silver Award Accreditation  Begin working towards Gold Standard	December 2021 January 22 >		Silver accreditation Evaluation of practice and steps towards Gold
c	Increasing Creativity and employability – Regeneration of our skills academy (skills for learning life and work programme)	 Re-establishing French within Family Centre (ER)  Enhanced Transition programme with staff from the school delivering bespoke learning experiences in Expressive Arts and languages	August – June 2022  August – June 2022		



**Neilston and Madras Learning Campus**  
**43 High Street**  
**Neilston**  
**G78 3HJ**  
**Tel: 0141 570 7240 (School)**  
**0141 570 7540 (Family Centre)**  
**E-mail: [schoolmail@neilston.e-renfrew.sch.uk](mailto:schoolmail@neilston.e-renfrew.sch.uk)**  
**@neilston\_madras**