

# Netherlee Primary School and Nursery Class

## Improvement Plan 2020 - 2021



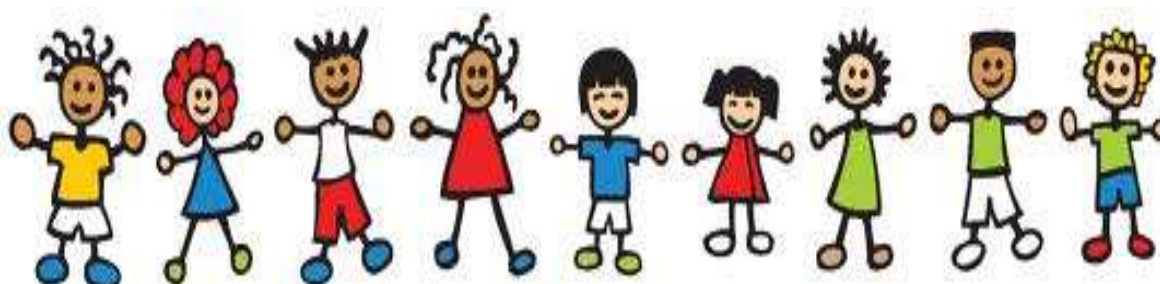
*Courage and Compassion, Fairness and Friendship, Respect and Responsibility*

**Everyone Attaining, Everyone Achieving through Excellent Experiences**

# East Renfrewshire Education Department's Vision

*Everyone Attaining, Everyone Achieving through Excellent Experiences*

## School and Nursery Vision



*Our Netherlee Community; Working **With** and **For** Our Children*

## School and Nursery Values

*Courage and Compassion, Fairness and Friendship, Respect and Responsibility*

## Curriculum Rationale

*Our curriculum is designed to offer the very best learning opportunities and experiences for our children which supports them to achieve all that they can and to be successful and confident life-long learners whilst helping them to be active and responsible citizens who make effective contributions to both their local and global communities.*

# Priorities

1. To reopen our school and nursery with a focus on the emotional and physical wellbeing of all.
2. To deliver innovative and creative teaching and learning approaches which focus on raising attainment in line with returning to school and nursery.
3. To offer a range of effective provision in order to meet the needs of all learners, including those who require additional support, in order to fully achieve at nursery, school and in life.

	2020 - 2021	2021 - 2022	2022 - 2023
<b>Everyone Attaining Everyone Achieving Excellent Experiences</b>	COVID-19 Recovery Wellbeing of All (Equity) Learning and Teaching Achievement of All (Equity)	Leadership of Learning (Pupils) Leadership of Teaching (Staff) Playful Approaches to Learning and Teaching Literacy and English (continue from 2019-20200) Modern Languages Expressive Arts Learning at Home (Homework) Employability and The World of Work (Careers Standard) Family Focussed Accreditation (GOLD)	

**Everyone Attaining, Everyone Achieving, Through Excellent Experiences**

**HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2**

**National Improvement Priority: Improvement in children and young peoples' health and wellbeing.**

**National Improvement Framework Driver: Assessment of Children's Progress, Teacher Professionalism, School Improvement, Parental Engagement**

<b>Improvement Priority 1</b>	To reopen our school and nursery with a focus on the emotional and physical wellbeing of all.			
<b>Impact &amp; Outcomes</b>	<b>Action including Personnel</b>	<b>Timescales</b>	<b>Budget: Resources</b>	<b>Evaluation Evidence</b>
<p>Equity of opportunity for all pupils.</p> <p>Increased activities which support early intervention, improve outcomes and reduce inequalities</p> <p>Improved approaches to the involvement of pupils and parents in reflecting on and discussing learning resulting in pupils and parents feeling listened to and their views acted on.</p> <p>A culture exists within the school that is truly based on nurture, resilience and GIRFEC.</p> <p>Staff are more knowledgeable about the diversity of the children they care for.</p> <p>All learners agree that they feel included.</p> <p>Transitions back to school and nursery are smooth and children and staff feel well supported.</p>	<ul style="list-style-type: none"> <li>• <b>PEF-</b> Increase staff awareness (Tracking Database) of the Social and Economic composition of our school and nursery communities in order to better know our children/ families whilst fostering our children's sense of identity within the Netherlee Community. <b>(LT , IOC CT, ALL)</b></li> <li>• Establish a library of professional reading and CLPL opportunities, including professional discussions and including Lesson Study opportunities which focus on:                         <ul style="list-style-type: none"> <li>supporting children's H and W child development</li> <li>play based pedagogy</li> <li>high quality teaching and learning. <b>(LT, Ed Psych, IOC CTs, All)</b></li> </ul> </li> <li>• Increased emphasis on both <b>physical</b> and <b>mental</b> health and wellbeing of all (Healthy Body, Healthy Mind) with a particular focus on targeted groups and individuals. <b>(LT, CT, CDO, PE T)</b></li> <li>• Focus throughout all aspects of school, and nursery life on our vision and aims and the importance of positive and productive relationships: staff and children, children and children, adults and adults <b>(All, Parents)</b></li> <li>• Share best practice and also offer CLPL for staff and parents to enable us to provide a range of interventions to support children holistically, which may include:                         <ul style="list-style-type: none"> <li>Seasons for Growth DD</li> <li>Social Skills Groups PSAs, PS</li> <li>Resilience Ed Psych, All</li> <li>Bereavement and Loss Support DD, CT</li> <li>Mindfulness and Relaxation PS</li> <li>Therapeutic Interventions eg Music, Art, Drama PS, CT</li> <li>Nurture MC, VK</li> </ul> <b>(All- including Partners)</b> </li> <li>• Introduce "soft entry" to the school and nursery in order to create a smoother, calmer transitioning ethos for our children and staff as well as increasing the safety of all. <b>(LT, CT, CDO)</b></li> <li>• Nursery staff share experience of creating a calm, nurturing learning environment and PANECAL with early years staff <b>(CDOs, P1 CT, PS)</b></li> <li>• Welcome and embrace diversity by increasing parental and children's involvement in raising awareness of the different cultures and home languages within our community. <b>(All)</b></li> </ul>	<p>Term 1</p> <p>Terms 2,3,4</p> <p>Term 1 and ongoing</p> <p>Ongoing</p> <p>Terms 1,2,3,4</p> <p>August</p> <p>Term 1 and ongoing</p> <p>Term 2,3,4 and ongoing</p>	<p>Appendix 1</p> <p>ERC and National Documentation</p> <p>Ed Psychologist</p> <p>Reading Recovery Resources</p> <p>'Realising the Ambition' Challenge Resources</p> <p>Collegiate Sessions</p> <p>Vision</p> <p>All Stakeholders and Partners</p> <p>PEF Funding</p> <p>GIRFEC Guidance</p> <p>Local Community</p> <p>Parents/ Carers</p>	<p>Minutes of Meetings</p> <p>Professional Dialogue</p> <p>Learning Visits</p> <p>Att/ Ach Data</p> <p>Learner Work</p> <p>PRD Paperwork</p> <p>Quality Conversations</p> <p>CLPL Calendar</p> <p>Improvement Group Plans</p> <p>Feedback from all stakeholders and partners</p> <p>Observations</p> <p>Professional Enquiry Feedback</p> <p>Stage Meetings</p> <p>Collegiate Meetings</p>

<b>Term 1</b> <b>Priority 1</b> Additional Notes		<b>Term 1</b> <b>Priority 1</b> Audit Comments	
<b>Term 2</b> <b>Priority 1</b> Additional Notes		<b>Term 2</b> <b>Priority 1</b> Audit Comments	
<b>Term 3</b> <b>Priority 1</b> Additional Notes		<b>Term 3</b> <b>Priority 1</b> Audit Comments	
<b>Term 4</b> <b>Priority 1</b> Additional Notes		<b>Term 4</b> <b>Priority 1</b> Audit Comments	

**Additional Notes/ Comments/ Suggestions:**

**Everyone Attaining, Everyone Achieving, Through Excellent Experiences**

**HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2**

**National Priority: Improvement in attainment, especially literacy and numeracy.**

**National Improvement Framework Driver: Assessment of children's progress, Teacher Professionalism, School Leadership, Parental Engagement**

<b>Improvement Priority 2</b>	To deliver innovative and creative teaching and learning approaches which focus on raising attainment and in line with returning to school and nursery.			
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Timescales</b>	<b>Budget: Resources</b>	<b>Evaluation Evidence</b>
<p>Learning experiences ensure appropriate pace, breadth, challenge and application.</p> <p>Improved involvement of learners leading/ evaluating their own learning and identifying next steps.</p> <p>Improved Literacy, Numeracy and H and W of all learners.</p> <p>Increased parental engagement particularly from identified disengaged families and groups.</p> <p>Learners can confidently articulate their skills &amp; attainment.</p> <p>Enhanced culture of collegiate working.</p> <p>Collegiate approaches to self-evaluation and continuous improvement.</p>	<ul style="list-style-type: none"> <li>▪ Incorporate a blended model of learning (if appropriate) as agreed June 2020. Provide support for full time home learning for pupils/ families who are shielding. <b>(LT, CT, CDO)</b></li> <li>▪ Examine and analyse previous and ongoing assessment, tracking and attainment data (including during home learning), as well as fully utilising the skills planners and benchmarks in order to ensure appropriate pace and challenge for all learners. <b>(CT, LT)</b></li> <li>▪ Develop our teaching and learning experiences across the curriculum to ensure creativity, problem solving and innovation are fully considered throughout the curriculum. Consideration should be given to: <ul style="list-style-type: none"> <li><b>Outdoor learning</b></li> <li><b>Pupils Planning and Leading Learning</b></li> <li><b>Play based pedagogy (relevant to age/ stage)</b></li> <li><b>Observation of Learners and the use of Learning Logs/ Journey(CT, CDOs, Partners, LT)</b></li> </ul> </li> <li>• Encourage and support all staff to develop leadership strengths and interests via Professional Enquiry, Professional Reading, empowerment and PRD. <b>(LT, Staff)</b></li> <li>• Engage in the John Muir Trust accreditation from P5 (Raise Awareness of JM and “100 things to do before you are twelve and a half), P6 Discovery Level and P7 Explorer Level. This will enhance learning outdoors, sustainability, problem solving and school partnerships. <b>(LT, P5, P6 and P7 Staff)</b></li> <li>▪ Ensure learning experiences across the curriculum are creative, innovative and relevant by incorporating Scottish links and local contexts whenever appropriate. <b>(CT, CDO)</b></li> <li>• Further develop our use of a range of Digital Technologies to further enhance our practice and pupil learning experiences (eg LOOM, TEAMS, GC, 3D Printer, VR Headsets etc) and support pupils to understand the benefits and risks of living in a digitised world. Achieve accreditation from Digital 360Safe (Safety Online) <b>(CT, CDOs, Partners)</b></li> <li>• Continue to use digital media and technologies to improve communication with parents and promote the work of our school and nursery in the community. <b>(LT, ALL)</b></li> <li>• Continue to develop stronger links with the local community, voluntary sector, intergenerational organisations and local businesses/ partners in order to further enhance our curriculum. <b>(LT, ALL)</b></li> </ul>	<p>August tbc</p> <p>August Inset Days and ongoing</p> <p>Term 1,2,3,4</p> <p>Terms 1 and 2</p> <p>Terms 2,3,4</p> <p>Term 1,2,3,4</p> <p>Term 1, 2, 3</p> <p>Term 1 and ongoing</p> <p>Term 1 and Ongoing</p>	<p>Appendix 1</p> <p>Leadership Strategy</p> <p>Attainment and Achievement Data: DM, B, ST, SNSA</p> <p>ES Benchmarks</p> <p>ERC Tracking Tool</p> <p>Partners</p> <p>ERC QIO Team</p> <p>Local Community</p> <p>Advancing Excellence and Equity in ERC</p> <p>Closing the Att. Gap in SE</p> <p>Collegiate Sessions</p> <p>WTA</p>	<p>Minutes of Meetings</p> <p>Professional Dialogue and Paperwork</p> <p>Learning Visits</p> <p>Att/ Ach Data</p> <p>Learner Work/ feedback</p> <p>PL Plans</p> <p>PRD Paperwork</p> <p>CLPL Calendar</p> <p>Improvement Group Plans</p>

<b>Term 1</b> <b>Priority 2</b> Additional Notes		<b>Term 1</b> <b>Priority 2</b> Audit Comments	
<b>Term 2</b> <b>Priority 2</b> Additional Notes		<b>Term 2</b> <b>Priority 2</b> Audit Comments	
<b>Term 3</b> <b>Priority 2</b> Additional Notes		<b>Term 3</b> <b>Priority 2</b> Audit Comments	
<b>Term 4</b> <b>Priority 2</b> Additional Notes		<b>Term 4</b> <b>Priority 2</b> Audit Comments	

**Additional Notes/ Comments/ Suggestions:**

...Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

National Priority: Closing the attainment gap between the most and least disadvantaged children and young people.

National Improvement Framework Driver: Assessment of Children's Progress, Teacher Professionalism, School Leadership, Parental Engagement

**Improvement Priority 3** To offer a range of effective provision in order to meet the needs of all learners, including those who require additional support, in order to fully achieve at nursery, school and in life.

Impact & Outcomes	Action	Timescales	Budget: Resources	Evaluation Evidence
<p>Improved achievement of disadvantaged young people and those with barriers to learning</p> <p>Information about children's learning and achievements is used effectively to ensure ALL children are increasing their achievements by active participation.</p> <p>Pupils agree they have opportunities to celebrate personal achievement.</p> <p>Pupils groups ensure equality and pupil voice is increased.</p>	<ul style="list-style-type: none"> <li>▪ <b>PEF</b>-Plan and implement opportunities to work with and support parents/carers, with particular focus on targeted groups, in order to increase parental engagement and enhance parental partnership working: Book Bags,(Home Learning Bags Supporting Literacy and Numeracy at home Digital Technology Family First, PoPP, Story Sacks Stay and Play John Muir Family Award Mindfulness <b>(LT, PSS, CDOs, Digital Leaders, Literacy Champions, Numeracy Champions, Partners)</b></li> <li>▪ Ensure equality/ equity and the importance of pupil voice by auditing our learner participation in Line with How Good is OUR School? and by introducing a Children's Parliament. This will support and encourage leadership whilst also providing opportunities for children to widen their experiences and develop a wide range of talents. <b>(LT, Group Leaders, All)</b></li> <li>▪ Children, staff and partners to create, implement and evaluate leadership group action plans which are linked to and will have an impact on our school/ nursery improvement plan. Children will be involved in working towards achieving accreditation/ awards eg Volunteering Award, Fairtrade Awards, Diana Award or similar. <b>(Group Leaders, Community Partners, Parents, All)</b></li> <li>• Further develop our systems for recognising, celebrating and tracking achievement (including clubs) in line with the four contexts for learning. This will allow pupil talent to be recognised and celebrated and will we also ensure equality and equity by supporting targeted children to engage with this. <b>(CT, LT)</b></li> <li>• <b>PEF</b>- Identify and strive to remove any barriers that our children/families may have (linked to above): Low Attendance/ Late-coming (Track, Address and Support) Emotional Wellbeing (Support) EAL/ Ethnicity (BSW, Support, Engage with families) Parental Engagement (Support and Appropriately Target) SfL Needs eg Dyslexia, Reading Recovery Free School Meals Mindful of (Cost of the School Day) SIMD (Support, Assist) <b>(LT, Pupil Support Staff , CDOs, CT, All)</b></li> <li>• Review and Update our Promoting Positive Behaviour and Anti- Bullying Policies and Procedures. <b>(LT, ALL)</b></li> </ul>	<p>Terms 1,2,3,4</p> <p>Term 2</p> <p>Terms 2,3,4</p> <p>Term 1, 2 and ongoing</p> <p>Term 1 and ongoing</p> <p>Terms 1and 2</p>	<p>Appendix 1</p> <p>Local Community</p> <p>Local Business/ partnerships</p> <p>Appropriate Award body for accreditations)</p> <p>In-service Days</p> <p>Collegiate Sessions</p> <p>WTA</p> <p>All Stakeholders and Partners</p> <p>PEF Funding</p> <p>HGIOURS?</p>	<p>Minutes of Meetings</p> <p>Professional Dialogue</p> <p>Learning Visits</p> <p>Att/ Ach Data</p> <p>Learner Work</p> <p>CLPL Calendar</p> <p>Improvement Group Plan</p> <p>Accreditations</p> <p>Minutes of Meetings</p> <p>Feedback from stakeholders and partners</p> <p>Observations</p> <p>Stage Mtngs</p> <p>Collegiate Meetings</p>



<b>Term 1</b> <b>Priority 3</b> Additional Notes		<b>Term 1</b> <b>Priority 3</b> Audit Comments	
<b>Term 2</b> <b>Priority 3</b> Additional Notes		<b>Term 2</b> <b>Priority 3</b> Audit Comments	
<b>Term 3</b> <b>Priority 3</b> Additional Notes		<b>Term 3</b> <b>Priority 3</b> Audit Comments	
<b>Term 4</b> <b>Priority 3</b> Additional Notes		<b>Term 4</b> <b>Priority 3</b> Audit Comments	

**Additional Notes/ Comments/ Suggestions:**

Appendix 1	Considerations	Notes/Comments
<b>Staffing</b>	<p>Determine which staff will take on particular roles – for example to support in school/home learning.</p> <p>Staff return on Inset Days to discuss localised planning and circumstances.</p>	<p><a href="#">Quality Conversations</a></p> <p><a href="https://www.gov.scot/collections/coronavirus-covid-19-guidance/#educationandchildren">Scottish Government 'Clear Your Head' Mental Health Foundation Scotland https://www.gov.scot/collections/coronavirus-covid-19-guidance/#educationandchildren</a></p> <p><a href="https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/">https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/</a> <a href="https://www.tes.com/news/coronavirus-how-dutch-schools-reopened-no-pupil-distancing">https://www.tes.com/news/coronavirus-how-dutch-schools-reopened-no-pupil-distancing</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_Planning_framework_%E2%80%93worked_examples.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_Planning_framework_%E2%80%93worked_examples.pdf</a></p> <p><a href="https://blogs.glowscotland.org.uk/er/PsychologicalService/service-information/our-team/">https://blogs.glowscotland.org.uk/er/PsychologicalService/service-information/our-team/</a></p> <p><a href="#">SSSC GTC</a></p>
<b>Children</b>	<p>Confirm arrangements for Hub children if required.</p>	<p><a href="https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/">https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/</a></p> <p><a href="https://minds.actionforchildren.org.uk/emotional-wellbeing">https://minds.actionforchildren.org.uk/emotional-wellbeing</a></p>
<b>Curriculum</b>	<p>Plan for as much outdoor learning as possible</p> <p>Home learning to continue for those not in school/ nursery.</p> <p>Consider appropriate pedagogy for both in school/ nursery and home.</p>	<p><a href="#">My World Outdoors (Care Inspectorate)</a></p> <p><a href="https://wakelet.com/wake/dx8-511rFvLFU03clV9eh">Outdoor Learning (Education Scotland) https://wakelet.com/wake/dx8-511rFvLFU03clV9eh</a> (Learning for Sustainability) <a href="https://nnolscotland.blogspot.com/">https://nnolscotland.blogspot.com/</a></p> <p>(National Network for Outdoor Learning)</p> <p><a href="https://www.sapoe.org.uk/news/statement-on-how-outdoor-learning-can-support-the-reopening-of-schools-in-Scotland/">https://www.sapoe.org.uk/news/statement-on-how-outdoor-learning-can-support-the-reopening-of-schools-in-Scotland/</a> (Scottish Advisory Panel for Outdoor Education) <a href="#">Mindstretchers</a></p> <p><a href="#">Scotland Learns (Education Scotland)</a></p> <p><a href="#">Recovery Curriculum</a></p> <p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/#closeSignup">https://educationendowmentfoundation.org.uk/covid-19-resources/#closeSignup</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_Planning_framework_%E2%80%93worked_examples.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_Planning_framework_%E2%80%93worked_examples.pdf</a></p> <p><a href="#">Moderation Hub</a></p> <p><a href="#">Assessment within the BGE: A thematic inspection</a></p>
<b>Buildings Outdoors Safety</b>	<p>RAs in place.</p> <p>National guidance.</p>	<p><a href="https://www.careinspectorate.com/index.php/coronavirus-professionals">https://www.careinspectorate.com/index.php/coronavirus-professionals</a></p> <p>Scottish Government <a href="#">Test and Protect procedures</a></p>
<b>Communication</b>		<p><a href="https://education.gov.scot/improvement/learning-resources/transitions">https://education.gov.scot/improvement/learning-resources/transitions</a></p> <p><a href="https://education.gov.scot/parentzone/learning-at-home/covid19/transitions/">https://education.gov.scot/parentzone/learning-at-home/covid19/transitions/</a></p> <p><a href="https://www.parentclub.scot/topics/coronavirus">https://www.parentclub.scot/topics/coronavirus</a></p>