



School Improvement Plan

Session 2017 2018



Our Vision:

Working Together to Achieve Our Goals

Our Values:

Respect, Determination, Wellbeing, Honesty and Equality

Our Aims are:

- To provide a coherent and progressive curriculum, which is accessible to all children
- To provide opportunities for all pupils to achieve and celebrate success
- To be a nurturing school, where all our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included



SUMMARY OF PLAN
2016-2019

OUTLINE 3-YEAR TARGETS FOR 2015-2019		
Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
Self-Evaluation		
Curriculum Design	Evaluation of BGE	
Raising Attainment & Recognising Achievement		
Rights Respecting Schools/ UNCRC		Equalities
High quality learning and teaching experiences		
Raise attainment for all learners		
Tracking and monitoring the work of the school and increase the pace of change.		

Improvement Priority : Ensure high quality learning and teaching experiences for all pupils					
NIF Priority: Improvement in attainment Closing the attainment gap	NIF Driver: Teacher Professionalism Assessment of Children's Progress School Improvement	QIs: 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning teaching and Assessment 3.3 Increasing creativity and employability	LIP Expected Outcome/Impact: A curriculum which enables all children, to be successful, confident, responsible and effective in school Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential		
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Staff have a shared understanding of the purpose of effective planning</p> <p>Planning is manageable within the working time agreement</p> <p>Staff plans show evidence of high quality learning experiences for all children which meet their needs</p> <p>Children's learning is more relevant, challenging and coherent and the pace of learning is brisk</p> <p>Assessments show that children can apply their learning in new and unfamiliar contexts</p> <p>Best practice is shared and embedded in practice</p> <p>Pupils and staff will integrate higher order thinking skills into their learning dialogue</p>	<ul style="list-style-type: none"> Review consistent and manageable planning framework Leadership team support staff to plan, organise and deliver learning experiences which meet the varying needs of learners Provide professional learning opportunities for staff on high quality learning and teaching including: <ul style="list-style-type: none"> Use of the design principles Use of digital technology Bloom's Taxonomy/Higher Order Thinking Skills Provide more opportunities for children to be involved in leading and evaluating learning and making decisions about their experiences Sample assessment data across CfE Levels 	<p>All teaching staff SLT</p> <p>SLT ASN coordinator</p> <p>SLT ICT Coordinator</p> <p>All teaching staff</p> <p>SLT Class teachers</p>	<p>Jun- Dec 2017</p> <p>Jun – Dec 2017</p> <p>August – October 2017</p> <p>Session 2017/2018 Term 2-4</p> <p>Termly</p>	<p>Collegiate time – 28 hours annually/ 7.5 hours on classroom preparation and assessment</p> <p>Relevant current research which takes account of the schools socio-economic context</p> <p>Collegiate time Relevant CLPL courses Time for feedback at staff meetings</p>	<p>Implementation of guidance for standards of planning</p> <p>Monitoring of Planning – peer and SLT</p> <p>Professional dialogue</p> <p>Pupil dialogue Term 1 and Term 3</p> <p>Evaluations from sampling of assessment evidence</p>

<p>Children will be able to talk about their learning and the skills they are developing</p> <p>Children will develop their skills progressively, building on prior learning</p> <p>An increase in partnership working will support pupils to develop employability skills</p>	<ul style="list-style-type: none"> • Staff will use skills progression pathways related to Literacy and English benchmarks to support planning and CfE judgments • Staff will use curriculum maps for all curricular areas in First and Second Levels and reference CfE benchmarks • Staff will complete Curriculum Maps for all curricular subjects at Early Level • Implementation of Big Writing approaches following CLPL • Provide opportunities for children to recognise how their skills can be applied to the world of work Term 1 – Maths week Term 2 Christmas Fayre Enterprise Term 1-3 – Gardening and vegetable growing – climate Change project with Young Enterprise Scotland 	<p>Barrhead Cluster Teaching staff (PS) Cluster HTs (PS)</p> <p>Big Writing staff All teaching staff (Cluster PS)</p> <p>Cluster DYW group / Cluster Plan</p>	<p>Session 2017 /2018</p> <p>August/ September 2017</p> <p>August inset day 2 Session 2017/2018</p> <p>Session 2017/2018 Termly</p>	<p>CfE Benchmarks (L&E) Skills Pathway template ERC Skills framework</p> <p>Big Writing CLPL PEF- - £1500/2000/ used for teacher resources</p> <p>Maths Week – School resources Visitors to school Christmas Fayre – Parent Council donation to enterprise projects</p> <p>Climate Change funding, already granted to YES</p>	<p>Evaluation by Cluster/ SLT and teaching staff Tracking Meetings/ Tracking database</p> <p>Cluster teaching staff</p> <p>SLT class visits Pupil dialogue</p> <p>Pupil/ Teacher dialogue</p> <p>Staff Meeting Minutes</p> <p>Audit results Guidance for consistent approaches in all classes P1-P7</p>
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Improvement Priority: Raise attainment for all learners.					
NIF Priority: Improvement in attainment Closing the attainment gap	NIF Driver: Teacher Professionalism Assessment of Children's Progress School Improvement	QIs: 2.3 – Learning, teaching and assessment 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Increasing Creativity and Employability	LIP Expected Outcome/Impact: Improved reading, writing and maths attainment Improvement in attainment of disadvantaged children and young people Increase in number of children having opportunities to celebrate personal achievement An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities		
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Improvement in monitoring, target setting and tracking ensures learning and teaching supports pupils' progress</p> <p>Learning experiences are more challenging and differentiated to meet learners' needs</p> <p>Children can clearly articulate their strengths and development needs as individual learners</p> <p>Children will make very good progress from their prior levels of attainment</p> <p>High expectations and ambition for all pupils</p> <p>Staff are confident in their professional judgements about how well children are attaining</p> <p>Assessment information is more valid, reliable and relevant</p>	<ul style="list-style-type: none"> Implement a consistent approach to target setting and tracking including Child's Wellbeing Plans Analyse and track attainment and set demanding targets through monitoring arrangements and professional dialogue with staff on pace, challenge and pupil progress Include pace, challenge and differentiation on agenda for all management (T1/T3) and peer visits(T2/T4) and self-evaluation activities Develop and implement a manageable whole school approach to assessment which takes account of teacher workload Provide professional learning for staff on integrated approaches to planning and assessment Staff will increase their knowledge of CfE benchmarks through use with new planning formats and cluster curriculum 	<p>SLT</p> <p>SLT & Teaching staff</p> <p>SLT</p> <p>Staff team</p> <p>SLT</p> <p>All teaching staff</p> <p>SLT & teaching staff</p>	<p>Session 2017/18</p> <p>Term 1</p> <p>Term 1/2</p> <p>August Inset 2017</p>	<p>Tracking database</p> <p>Assessment evidence</p> <p>EMIS data</p> <p>Collegiate time 7 hours for professional dialogue</p> <p>Collegiate time</p> <p>Collegiate time 35 hours' professional development time</p> <p>Collegiate time – 11 hours allocated</p>	<p>Teacher judgements</p> <p>Professional dialogue</p> <p>QA pro formas for peer and management learning and teaching visits</p> <p>Assessment data and evidence. Planning & Assessment formats</p> <p>Impact of moderation activity</p>

<p>Assessment will be an integral element to planning of learning and teaching</p> <p>All staff have a clear understanding of the attainment gap in the school and take forward strategies to address this for identified groups</p> <p>Staff use data to inform their planning and ensure they provide a range of activities which meet the identified needs of pupils</p> <p>An improvement in average standardised tests scores at P3, P5 and P7,</p> <p>An improvement in CfE judgements in P7 in all areas</p> <p>An improvement in CfE judgements in writing throughout the school</p> <p>Attainment in period 2015-18 exceeds the school's 3-year target for pupils in P1, P4, P7: Reading:70% Writing: 70% Maths: 72%</p>	<p>pathways to assess and inform progress</p> <ul style="list-style-type: none"> Provide regular opportunities for staff to take part in moderation: <ul style="list-style-type: none"> T1 cluster moderation of CfE levels - Writing T2/3 Authority L&E - Reading T3 Maths SLT support staff to analyse performance data including standardised test results and teacher judgements with a focus on identifying areas for improvement Engage in SIPP with a focus on improving children's skills, engagement and attainment for a group of P5 pupils Support staff to engage with relevant research and professional reading to improve outcomes in writing Audit children's home/ school reading experiences to identify gaps in provision to begin home/ school link programme with identified parent 	<p>SLT</p> <p>SLT/ERC/ CMG</p> <p>SLT/ teachers</p> <p>HT/ DHT/ Class Teacher</p> <p>Building Learning Power presenters SLT & teaching staff Cluster and local school staff</p> <p>DHT</p> <p>SLT Parents</p>	<p>Session 2017 2018</p> <p>Term 1 Cluster Term 2/3 ERC Term 4 school</p> <p>October/ January/ April/ June</p> <p>SIPP meeting September 2017 Meetings/ project arranged Term 2/3</p> <p>October inset day</p> <p>Sept – November 2017</p> <p>From February 2017</p>	<p>Cluster calendar</p> <p>EMIS data Tracking database</p> <p>Not known until project begins</p> <p>Collegiate time CPD Budget CLPL Calendar Building Learning Power/ Building Learning Power in Action The learning Powered School</p> <p>CLPL on Building Learning Power £4500</p> <p>Survey/ focus groups</p>	<p>Attainment data</p> <p>Impact of library – children's views, family learning</p> <p>Standardised test data</p> <p>CfE judgements</p> <p>Myself as a Learner – pre and post surveys</p> <p>Myself as a Learner – pre and post surveys</p> <p>Pupil engagement levels</p> <p>Attainment data</p> <p>Staff and pupil feedback</p>
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<p>Children's skills are tracked, recognised, celebrated and developed to establish a baseline for all pupils</p> <p>Pupils will have more opportunities to increase their achievements through active participation in the school and local community</p> <p>40-50% of parents will attend workshops related to Read, Write Count pilot project</p> <p>Targeted families will increase their understanding of how children learn and feel more confident to support at home</p> <p>Staff, pupils and parents will increase their knowledge and understanding of the UNCRC</p>	<ul style="list-style-type: none"> • Provide more opportunities for children and parents to share achievements • Office staff will input data of pupils' achievements electronically • Analyse achievement data 2/3 times each session and identify pupils to target for support • SLT, Active Schools Coordinator and teaching staff will investigate ways to increase participation and skills pathways for achievements through studying a whole school tiered approach • Invite parents to support sessions prior to Book Bug and Read, Write Count resources being circulated to pupils • Participate in Read, Write, Count pilot project for P4-P7 pupils • Organise family homework and cookery after school club • Support parents to become more engaged with their children's learning at home and school through links with community engagement officer • Achieve Recognition of Commitment for Rights Respecting Schools award through continuation of pupil group, integration of the RRS school agenda in class lessons 	<p>HT Office Staff SLT</p> <p>SLT & Active schools co-ordinator and teaching staff</p> <p>Parental Involvement Co-ordinator SLT/ Teachers</p> <p>HT PSA/ Kellie Millar – community engagement officer</p> <p>HT/ Teacher Pupil groups</p>	<p>Twice a year 2017-2018</p> <p>3x year 2018-2019</p> <p>September to November 2018</p> <p>Sept -Nov 2017</p> <p>Sept -Dec2017</p> <p>Sept – March 2018</p>	<p>Click & Go</p> <p>Management time</p> <p>Visit/liaise with St Michael's PS, Dumfries</p> <p>Liaise with St Marks PS</p> <p>Grant already secured by community engagement officer</p> <p>Time protected for pupils groups throughout the session</p>	<p>Analysis of wider achievement data.</p> <p>Development plans for achievement monitoring</p> <p>Parental evaluations/ feedback</p> <p>Family evaluations/ feedback</p> <p>Pupil, staff and parent questionnaires</p> <p>Recognition of Commitment status</p>
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Improvement Priority : Track and monitor the work of the school and increase the pace of change.

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver: School Leadership School Improvement Teacher Professionalism Assessment of Children's Progress</p>	<p>QIs: 1.1 Self-evaluation for self-improvement 1.2 Leadership of Change 2.3 Learning, teaching and assessment</p>	<p>LIP Expected Outcome/Impact: Improved reading, writing and maths attainment Improvement in attainment of disadvantaged children and young people Increase in number of children having opportunities to celebrate personal achievement</p>
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Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Quality assurance practices will be robust and provide more accurate evidence of the schools strengths and areas of development</p> <p>All staff are committed to and involved in the process and pace of change and improving outcomes for learners</p> <p>Children demonstrate increased leadership skills</p> <p>All stakeholders are involved in school improvement</p>	<ul style="list-style-type: none"> Revise and improve quality assurance activities and implement a regular monitoring system to ensure high quality learning experiences for all HT and SLT monitor progress of school improvement plans and manage the pace change effectively Ensure that the actions for school improvements are implemented consistently throughout the school; are given time to embed; and are monitored and evaluated Ensure that all staff have clear and consistent understanding of the standards from HGIOS 4 Provide opportunities for distributed leadership in taking forward improvement Provide children with more leadership and decision making opportunities Involve parents, children and staff in evaluating progress and in determining future school improvement priorities 	<p>SLT</p> <p>HT/SLT</p> <p>SLT All staff</p> <p>SLT All staff</p> <p>SLT All staff</p> <p>SLT All staff</p> <p>HT Parent Council Pupil Council</p>	<p>2017-2018</p> <p>Review Regularly during SLT meetings</p> <p>From August 2017</p> <p>Termly</p> <p>August - Dec 2017</p> <p>2017/2018</p>	<p>Management time</p> <p>Collegiate time</p> <p>Management time Collegiate time School and Cluster calendars</p> <p>Collegiate time</p> <p>SLT Meetings</p> <p>Whole School Groups</p>	<p>Minutes from SLT Meetings</p> <p>Working time agreements for session 2017/18</p> <p>CLPL records PRD records</p> <p>Working group minutes Teachers comments Teacher questionnaire QA – Learning and teaching visits</p> <p>Children's views</p> <p>Parental surveys and focus groups</p>