



School Improvement Plan

Session 2019/2020



Our Vision:

Working Together to Achieve Our Goals

Our Values:

Respect, Determination, Wellbeing, Honesty and Equality

Our Aims:

- Be Safe
- Be Respectful
- Be Safe



SUMMARY OF PLAN

2019-2020

OUTLINE 3-YEAR TARGETS FOR 2019-2020

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Year 1 2019/2020		Year 2 2020/2021	Year 3 2021/2022
Priority 1	BGE - Health and Wellbeing	BGE - Social Studies/ RME	BGE - Expressive Arts
Priority 2	Assessment and Data Analysis - Equity	Leadership and Management of Staff	Self-Evaluation for Self Improvement
Priority 3	Reading	Numeracy and Mathematics	Writing
Continued Focus	Increasing creativity and employability through Digital Technology	TBC	TBC
	Big Writing		
	Moderation		
	Inter Disciplinary Learning		
	Building Learning Power		

Learning Provision

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

Quality Indicators	Themes	NIF Priorities
2.2 Curriculum	<ul style="list-style-type: none"> ✓ Rationale, design and development of the curriculum ✓ Learning pathways including skills for learning, life and work 	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people.
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> ✓ Learning and engagement ✓ Planning, tracking and monitoring ✓ Effective use of assessment 	
2.4 Personalised support	<ul style="list-style-type: none"> ✓ Universal support ✓ Targeted support 	

Impact and Outcomes	Action	Responsibility	Timescale	Resources	Monitoring/Evaluation
Curriculum Rationale Curriculum with clear vision and rationale shaped by the shared values of the school and its community.	Staff Working Group to create rationale to include:- <ul style="list-style-type: none"> ➤ Curriculum rationale ➤ 4 capacities ➤ Local community setting ➤ Equity ➤ Achievement ➤ Four contexts of learning 	HT CT	Oct '19	WTA allocation	Completed Rationale
Assessment Assessment is embedded as an integral element of planning learning and teaching Ensure assessment information is robust and relevant	<ul style="list-style-type: none"> ➤ Assessment working group ➤ Further CLPL by leadership team to develop holistic assessments ➤ Moderation of assessment evaluations ➤ Consistent use of SUMDOG, Literacy Planet for example online assessments ➤ Big Cat assessments ➤ Update assessment policy 	DHT CT	Aug- Dec 2019	WTA allocation Approx. £4000 subscription costs	Professional Dialogue meetings Summative assessment evaluations Moderation activities
Pedagogical developments from P1-P7 Learning environments responsive to individual pupils needs. Build on pedagogical approaches to ensure children throughout the school have greater opportunities to lead their own learning, make choices about their learning and apply skills in an increasing range of contexts.	<ul style="list-style-type: none"> ➤ Building Learning Power year 3 and access to further CLPL and professional reading that leads to a shared understanding of child led learning ➤ SLT to coach staff in planning environments responsive to children's needs ➤ Empower children to demonstrate that they can lead their own learning ➤ Whole School groups and committees ➤ Continue with pedagogical approaches and Muddy Movers in Primary 1-3 classrooms ➤ Inform parents about changes to learning environments 	SLT /PT (lead) CT	Termly	WTA PRD CLPL/ EY conferences/ courses- £300 Additional resources – £550 (furniture and fittings)	Professional Dialogue meetings Pupil focus groups Monitoring of pupils' work Learning and Teaching visits Parent and Staff views Committee Meeting Minutes Participation Records

<p>Literacy and English Reading</p> <p>Improved teacher confidence and competence in teaching Literacy and English</p> <p>Improve confidence in CfE judgements in reading</p> <p>Pupils benefit from enhanced experiences to improve attainment and achievement in literacy</p> <p>Identified pupils improve reading age through Reading Recovery intervention (P2) and Together Better Readers intervention (P3-P7)</p> <p>Pupils lead learning and have a clear understanding of their progress.</p>	<ul style="list-style-type: none"> ➤ Launch new reading scheme ➤ Revisit whole school agreed consistent approach to reading strategies for pupils ➤ Reciprocal reading approaches and classroom displays ➤ Implement ERC literacy strategy across school ➤ Review and improve class and school libraries to promote reading for enjoyment ➤ Develop and implement Moving Images programme ➤ Improved teaching and learning experiences in literacy across learning through use of Moving Images. ➤ Running record CLPL for all staff ➤ Year 2 rollout of Reading Recovery ➤ Targeted support for older pupils/ groups using Together Better Readers approaches. ➤ Use of running records to support progress ➤ Increased focus on becoming a Reading Recovery school ➤ Provide opportunities to share learning and teaching in reading with parents ➤ Application of benchmarks to support professional judgements ➤ Support literacy with use of digital technologies 	<p>DHT</p> <p>RR Teachers</p>	<p>Inset 1 Inset 3</p> <p>Term 1/ 2</p> <p>Aug- June</p> <p>Termly input with parents</p>	<p>WTA</p> <p>£7000 (Big Cat)</p> <p>Scholastic book fund</p> <p>ERC L&E CLPL sessions PSA Meetings</p> <p>In-house CLPL on RR, TBR and running records Reading Recovery costs- PEF fund/ staff/ training fees</p> <p>Digital subscription costs (see above)</p>	<p>Professional Dialogue meetings</p> <p>Pupil focus groups</p> <p>Learning and Teaching visits</p> <p>Data gathered by RR recovery teachers for RR intervention and TBR intervention.</p>
<p>Numeracy and Maths</p> <p>Improved teacher confidence and competence in teaching Numeracy and Maths</p> <p>Pupils benefit from enhanced experiences to improve attainment and achievement in numeracy.</p> <p>Pupils lead learning and have a clear understanding of their progress.</p>	<ul style="list-style-type: none"> ➤ Ensure full implementation of revised ERC Numeracy and Mathematics skills planners online ➤ Revisit common language and methodology of numeracy and maths with all members of staff ➤ Attendance at ERC CLPL Numeracy and Mathematics ➤ Ensure use of concrete materials in class box ➤ CLPL on SEAL approach ➤ Implement SEAL maths approach across the whole school to ensure a consistent, progressive framework ➤ Participate in maths week ➤ Provide opportunities to share learning and teaching in maths and numeracy with parents ➤ Application of benchmarks to support judgements ➤ Support numeracy with use of digital technologies 	<p>DHT</p> <p>PT</p>	<p>WTA</p> <p>Inset 1 Staff Meeting</p>	<p>ERC CLPL N&M</p> <p>Approx. costs of additional resources £400</p> <p>Digital subscription costs (see above)</p>	<p>Professional Dialogue meetings</p> <p>Pupil focus groups</p> <p>Monitoring of pupils' work</p> <p>Learning and Teaching visits</p>

Successes and Achievements

How good are we at improving outcomes for all our learners?

Quality Indicators	Themes	NIF			
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ✓ Wellbeing ✓ Inclusion and equality 	<ul style="list-style-type: none"> ✓ Improvement in attainment particularly in literacy and numeracy ✓ Closing the attainment gap ✓ Improvement in children's and young people's health and wellbeing ✓ Improvement in employability skills 			
3.2 Raising Attainment and Achievement	<ul style="list-style-type: none"> ✓ Attainment over time ✓ Overall quality of learners achievements 				
3.3 Increasing Creativity and Employability	<ul style="list-style-type: none"> ✓ Creativity skills ✓ Increasing employability skills 				
Impact and Outcomes	Action	Responsibility	Timescale	Resources	Monitoring/Evaluation
<p>Achievements</p> <p>Pupils will have opportunities to increase achievements through active participation in the school and local community</p> <p>Pupils' achievements in and out of school are recorded and analysed</p> <p>Children's skills are tracked, recognised, celebrated and developed to establish a baseline for all pupils</p>	<ul style="list-style-type: none"> ➤ Work with active schools co-ordinator and create Microsoft forms to gather information on pupils' wider achievements. ➤ Systems for gathering and recording data, both within and out with the school, are implemented and recorded using Filemaker Pro. ➤ Analysis of data to ensure all pupils have opportunities for wider achievement. ➤ Ensure equity of opportunities for achievement by targeting non-participants in target groups (lowest 20%, boys, SIMD 1-5) 	PT Office staff	Termly	WTA Filemaker Pro Meetings with Active Schools School calendar/ club calendar Participation in competitions	Achievement Data Analysis Achievement Assembly information Pupil and parent questionnaires Twitter
<p>Skills for life, learning and work</p> <p>All pupils and staff have an increased understanding of Skills for life, learning and work and they are embedded in classroom practice.</p> <p>Increase number of pupils with well-developed employability skills</p>	<ul style="list-style-type: none"> ➤ Raise staff awareness of the importance of skills for life, learning and work in learners' experiences ➤ All pupils P5-7 using My World of Work website ➤ World of work week ➤ Learners to capture achievements and skills gained in class blogs and e-portfolios ➤ P6/7 to work closely with Neilson Development Trust to develop outdoor spaces ➤ Timetable all stages to make full use of outdoor spaces ➤ Establish links with local businesses to develop awareness of employability skills ➤ School Fayre business enterprise project for all classes ➤ Share cluster DYW language/skills development with staff. ➤ Use DYW posters and support pupils to use language of skills ➤ Child led DYW display 	PT Cluster and community connections BHS staff and /BHS DYW Ambassadors	Inset 2 Inset 3 Inset 5	WTA DYW posters (cluster) Enterprise initiatives – Parent Council funds World of Work Week	Pupil focus groups Monitoring of pupils' work Blog and twitter posts Photographs of outdoor learning/ floorbooks Pupil display, comments and feedback World of Work Week evaluations

<p>Monitoring and Tracking Tracking will ensure very good progress across the curriculum</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>	<ul style="list-style-type: none"> ➤ Analyse and track attainment and set ambitious targets through monitoring arrangements and professional dialogue with staff on pace, challenge and pupil progress ➤ SLT support staff to analyse performance data including standardised test results and teacher judgements with a focus on identifying areas for improvement ➤ Staff use data to inform their planning and ensure they provide a range of activities which meet the identified needs of pupils. Targeted groups will included lowest 20%, FME, SIMD 1-4, ➤ Staff will embed their knowledge of CfE benchmarks through use of online planning formats and cluster curriculum pathways to assess and inform progress 	<p>SLT</p> <p>CT</p>	<p>Term 1 and Term 3 sessions on data analysis</p>	<p>WTA</p> <p>QA Calendar</p>	<p>Online Plans</p> <p>Professional dialogue</p> <p>Standards and quality report 2020</p> <p>PEF report 2020</p>
<p>GIRFEC</p> <p>Ensure all pupils have an understanding of the SHANNARI indicators and demonstrate wellbeing.</p> <p>Provide social, emotional and mental health intervention to support resilience and ensure pupils achieve their full potential.</p>	<ul style="list-style-type: none"> ➤ Allow all pupils the opportunity to learn in a manner that meets their needs ➤ Fully establish flexible curriculum use data to monitor, evaluate and track impact ➤ Introduce family support worker to support LAC learners and families ➤ Introduce and test impact of IFF kitbags ➤ Develop and implement expressive art therapeutic approach following a clear progressive programme 	<p>DHT</p> <p>Family support worker 0.5 days per week</p>	<p>Session 2019/2020</p> <p>Termly reviews</p>	<p>DHT and support staff meetings</p> <p>Therapeutic interventions CLPL costs PEF – approx. £1500</p>	<p>Pre and post intervention data related to engagement/ Myself as a Learner /Leuven Scale</p> <p>Parental and family questionnaires</p>
<p>Health and Wellbeing</p> <p>Improved teacher confidence and competence in teaching Health and Wellbeing</p> <p>Pupils benefit from enhanced experiences to improve attainment and achievement in health and wellbeing.</p> <p>Pupils lead learning and have a clear understanding of their progress.</p> <p>Ethos of inclusion, nurture and the importance of health and wellbeing to support pupils.</p> <p>Pupils will be equipped to deal with personal challenges.</p>	<ul style="list-style-type: none"> ➤ Familiarisation of Health and Wellbeing and Personal and Social Education CfE benchmarks online. ➤ Establish working group to review current curricular programme and revise in line with benchmarks <p>Framework to include:-</p> <ul style="list-style-type: none"> • Building Learning Power • Anti-bullying • Bounce Back • Compassionate and connected classroom • Sexual health and relationships • Rights Respecting silver award • Adopt the new online Eco Schools Scotland Green Flag • Schools Gold sports award • P6/7 pupils work towards John Muir Award • Neilston Development Trust work 	<p>HT</p> <p>CT</p> <p>Pupil Council</p> <p>Parent Council</p> <p>RRS groups</p> <p>Sports Leaders</p> <p>P6 /P7 pupils and teachers</p>	<p>WTA</p> <p>Inset 3</p> <p>Term 2/3</p>	<p>5x Kit Bags</p> <p>£250</p> <p>BLP costs - £1500</p> <p>John Muir costs</p> <p>£500</p> <p>Additional resources</p> <p>£1500</p> <p>Eco Flag £500</p>	<p>Coherent and progressive curricular programme for HWB</p> <p>Working group plan and evaluation</p> <p>Pupil focus groups</p> <p>Monitoring of pupils' work</p> <p>Learning and Teaching visits</p> <p>RRS award</p> <p>Eco Schools award</p> <p>Gold sports award</p> <p>John Muir awar</p>