School Improvement Plan

Session 2020/2021

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

2020-2021

	Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022
Priority 1	BGE - Health and Wellbeing	Literacy - Reading	IDL - STEM
Priority 2	Assessment and Data Analysis - Equity	Mathematics - Number	Expressive Arts
Priority 3	Reading	Health and Wellbeing – Empowerment and Resilience	Planning for sustainability/Global goals
Continued Focus	Increasing creativity and employability through Digital Technology	Whole school self-evaluation for self-improvement	Literacy - Reading
	Big Writing	Big Writing	Mathematics - Number
	Assessment and Moderation	Assessment and Moderation	Health and Wellbeing – Empowerment and Resilience
	DYW skills through pupil focus groups	DYW skills through pupil focus groups	Whole school self-evaluation for self-improvement
	Building Learning Power	Building Learning Power	Professional Inquiry

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

Quality Indicators	Themes	NIF Priorities		
2.2 Curriculum	✓ **Rationale, design and development of the curriculum** ✓ **Learning pathways including skills for learning, life and work**	Improvement in attainment, particularly in literacy and numeracy		
2.3 Learning, Teaching and Assessment	✓ **Learning and engagement** ✓ **Planning, tracking and monitoring** ✓ **Effective use of assessment**	Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing		
2.4 Personalised support	✓ **Universal support** ✓ **Targeted support**	Improvement in employability skills and sustained, positive school leaver destinations for all young people.		

Impact and Outcomes	Action	Timescale	Resources	Evaluation
Curriculum Rationale All stakeholders have a clear understanding of the vision, values, aims and curriculum rationale, and can describe their impact on the life and work of the school The vision of the school is embedded and positive ethos continues to be fostered All pupils experience a sense of identity, motivation and accountability within their school	➤ Following COVID – 19 set out a clear curriculum rationale for blended learning with pupils, staff and parents ➤ Display vision, values and aims banner ➤ Create a child friendly version to encompass values and aims ➤ Following a Whole staff professional inquiry into 'When the adults change everything changes' update positive behaviour policy and create a child friendly version ➤ Work towards achieving Rights respecting school award ➤ Global storyline context ➤ BSL initiative	August 2020 Sep 2020	Website and social media channels School Website School Twitter RRS award Book	Stakeholder feedback Digital planning Forward Planning PRD Meetings Microsoft evaluation form - takeaways
Literacy and English Both online and in school learning ensure appropriate pace, progress and attainment for all learners Pupils have a clear understanding of their progress. Increased focus on early intervention to improve outcomes and reduce inequalities Improved parental confidence and engagement supporting pupils at home Improve parental engagement in the new and current approaches to the teaching of reading Improve parental engagement in the new and current approaches of digital technology to support reading	**In school** ➤ Further develop a literacy rich environment both in school and digitally ➤ Targeted small focussed reading groups using Reading Recovery/Together Better Reader approaches ➤ Collaborative teaching of Reciprocal reading strategies across whole school ➤ Lunchtime reading club ➤ Whole school online reading ➤ Reading/Sports after school club ➤ Provide support, including CLPL, to staff in order to introduce the digital accessibility resource package 'Read & Write' for every pupil ➤ Opportunities for digital literacy moderation and sharing of good practice. **Partnership** ➤ Member of staff to work collegiately with pupils, staff and parents to develop and embed effective approaches to ensure pupil engagement in reading. ➤ Provide homework opportunities to consolidate learning in reading with parents through the use of digital technologies ➤ Reading Recovery Teachers to create a video to support parents with ways they can support their child at home with reading ➤ Develop parent's knowledge on how to use literacy apps to support their child at home	Aug-January 2021	RR team ICT co-ordinator Looms Teams Google Classroom Twitter School Website	RR assessment data One note planning monitoring Learning trio video/inschool observations Floor books Google classrooms Summative Assessment Data Moderation Standardised Test SNSA

	➢ Continue to develop Families Connect online model to ensure parents are supported with home learning			
Numeracy and Maths Both online and in school learning, teaching and assessment ensure appropriate pace, progress and attainment for all learners Pupils have a clear understanding of their progress. Equity of opportunity for all pupils Increased focus on early intervention to improve outcomes and reduce inequalities Pupils have opportunities to apply skills creatively to deepen their understanding of maths concepts Improved parental confidence and engagement supporting pupils at home Improved parental engagement in the new and current approaches of digital technology to support maths	**In school** ➢ Following working party, CLPL delivered on previously trialled <mark>SEAL and Number Talks</mark> approaches ➢ SEAL (P1-3)/ Number Talks (P4-7) approach to numeracy to be modelled and supported by Maths champion to support consistent pedagogy and implementation ➢ Member of staff to work collegiately with staff to model <mark>use of manipulatives</mark> to ensure consistently and effective teaching at all stages to support all learners particularly in number processes ➢ CLPL delivered and staff to implement bar modelling method when teaching problem solving ➢ Utilise <mark>outdoor spaces</mark> to develop '<mark>messy maths</mark>' approach in early years **Partnership** ➢ Working in partnership with parents and local community during maths week ➢ Provide homework opportunities to consolidate learning and teaching in maths and numeracy with parents through the use of digital technologies ➢ Deliver online parental information video at start of session - Number talk and SEAL ➢ Creation of Numeracy tutorials to upload onto School website for parental access. ➢ Develop use of maths and numeracy bags to support parents and pupils working together at home	Aug - Jan 2021	Maths Champion Glow Group Making Maths Count Numeracy and Maths Strategy 2018 –2021 ERC Numeracy and Mathematic Guidance for Practitioners Sumdog EEF Improving Mathematics	One note planning monitoring Management/Peer video/inschool observations Floor books Google classrooms Summative Assessment Data Moderation Standardised Test SNSA

Leadership and Management

How good is our leadership and approach to improvement?

Quality Indicators	Themes		NIF
1.1 Self-evaluation for self-improvement	✓ Collaborative approaches to self-evaluation		**Improvement in attainment**
1.2 Leadership of learning	✓ Impact of career-long professional learning		**Closing the attainment gap**

Impact and Outcomes	Action	Timescale	Resources	Evaluation
Embed a culture of self-evaluation, professional inquiry and continuous improvement Using digital solutions to support the interrogation of data Assessment is embedded as an integral element of planning learning and teaching both in school and digitally. Improve teacher confidence and accuracy in evaluating assessment evidence from in school and digital learning in evaluating learner progress Improved involvement of learners evaluating their own learning and identifying next steps	➢ Staff leadership and empowerment will be encouraged and supported through guidance contained within the ERC leadership strategy, empowerment agenda and linked to PRD process and GTCS standards ➢ Pupil Equity fund used for additional teaching staff to ensure continued tackling bureaucracy approach and distributed leadership opportunities ➢ CLPL and support provided to ensure accurate analysis of data at both individual, group and class level to staff ➢ Gather robust assessment information both digitally and in school to establish data on pupil progress ➢ Staff use data to inform their planning and ensure they provide a blended approach both online and in school which meet identified needs of all pupils. ➢ Regular formal/informal moderation of pupil evidence in literacy and numeracy both digitally and in school ➢ Moderation of assessment evaluations ➢ Empower children by utilising a range of strategies to demonstrate that they can lead their own learning both home digital learning and in school learning	Aug-June 2021	HGIOurS Education Scotland Learner Participation ERC leadership strategy Empowering school Leaders An Empowered System Education Scotland	Quality Assurance Calendar activities PRD Pupil self-evaluation using HGIourS SIPP RIC

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	✓ Wellbeing ✓ Inclusion and equality	✓ **Improvement in attainment particularly in literacy and numeracy**	
3.2 Raising Attainment and Achievement	✓ Attainment over time ✓ Overall quality of learners achievements	✓ **Closing the attainment gap**	
3.3 Increasing Creativity and Employability		✓ **Improvement in children's and young people's health and wellbeing** ✓ **Improvement in employability skills**	

Impact and Outcomes	Action	Timescale	Resources	Evaluation
Health and Wellbeing Ethos of inclusion, nurture, resilience and the importance of health and wellbeing to support all pupils and their families. Pupils benefit from enhanced experiences to improve attainment and achievement in school. Pupils will be equipped to deal with personal challenges including attachment and trauma Pupils will have opportunities to increase achievements through active participation in the school and local community Pupils' skills are tracked, recognised, celebrated and developed	**In school** ➢ Continue to coach staff in responsive planning to child centred approaches ➢ Develop opportunities for pupils to know themselves as learners through the skills of the 4 capacities ➢ Embed expressive art therapeutic approaches to meet the needs of all learners ➢ Embed HWB policy and framework including:- Healthier Minds, Compassionate and connected classroom, 6 Nurturing Principles, Mindfulness, Building Learning Power, Bounce Back ➢ ASD advisor to deliver staff CLPL on attachment and trauma ➢ Nesting approach to nurture across school with a nurture zone in each classroom ➢ Personalised take a break bags to meet the needs of all learners ➢ Termly individual discussions with self-reflection to monitor and track children's wellbeing and progress in learning. ➢ 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%, SIMD 1-3) ➢ PE champion to target pupils based on highlighted needs and interests from individual discussions for breakfast, lunch and after school physical activities **Partnership** ➢ Use digital systems to provide short summative audio feedback on pupils progress both in school and online to parents ➢ Assembly programme with a focus on pupils achievement within the 4 capacities	Aug – June 2021	Health and Social care Strategic Plan 2018 - 2021 Meeting Learner Needs in East Renfrewshire HealthiER minds SIPP 2018-19 Expressive art therapies Boxall Profile Termly timetable of events complied with DHT and Active school co-ordinator Parents evening format	Pupil focus groups Monitoring of pupils' work Learning and Teaching visits RRS silver award Eco Schools award John Muir award Pupil Self –reflection assessment Tracking information Online assembly Parental Forms evaluation

Outdoor Learning	In school	Aug – Dec 2020	Parent Council members	Leuven Scale
Pupils have greater opportunities to lead their own learning, make choices about their learning and apply skills in an increasing range of contexts Learning environments responsive to individual pupils needs. Children and young people should be able to develop and demonstrate knowledge and understanding of the key concepts of the technologies	➢ Develop <mark>outdoor learning environments</mark> responsive to pupils need ➢ Develop 'play, learning and discovery <mark>outdoor zones'</mark> with pupils to allow for creativity, higher order and problem solving skills ➢ Member of staff to work collegiately with other practitioners to develop outdoor learning with a particular focus on literacy, numeracy, Health and Wellbeing and learning for sustainability. ➢ Effective use of provocations to support pupils leading their own learning outdoors across the whole school ➢ Use Leuven scale to track pupils progress and engagement in outdoor learning **Partnership** ➢ Working in partnership with parents and local community to develop outdoor areas		Outdoor Champion Dirty Teaching, Messy maths, Landscapes for learning Green gym resources Educational Psychologist	Assessment data