



School Improvement Plan

Session 2021/2022



Our Vision:

Working Together to Achieve Our Goals

Our Values:

Fairness, Honesty, Kindness

Our Aims:

Be Safe

Be Respectful

Be Determined



SUMMARY OF PLAN

| | Year 1 2020/2021 | Year 2 2021/2022 | Year 3 2022/2021 |
|----------------------------|---|--|--|
| Priority 1 | Literacy - Reading | Learning for Sustainability IDL/RRS/Outdoor | Additional Support for Learning |
| Priority 2 | Mathematics - Number | Feedback | IDL - STEM |
| Priority 3 | Health and Wellbeing – Empowerment and Resilience | Additional Support for Learning - Transitions | Expressive Arts |
| Continued Focus | Whole school self-evaluation for self- improvement | Mathematics - Number | Learning for Sustainability IDL/RRS/Outdoor |
| | Big Writing | Literacy - Reading | Feedback |
| | Assessment and Moderation | Health and Wellbeing – Empowerment and Resilience | Additional Support for Learning - Transitions |

Empowering Leadership to raise attainment

Overarching Strategic Aim: Consistent approach to teacher feedback to improve pupil learning

Expected Outcome and Impact:

- ✓ Led by IOC teachers
- ✓ The development of TLC to support consistency and share practice
- ✓ Building an empowered team
- ✓ Whole school feedback policy
- ✓ Culture that nurtures pupil leadership

Strategic Implementation Learning for Sustainability

Overarching Strategic Aim: Develop a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels

Expected Outcome and Impact:

- ✓ All stakeholders have a clear understanding of the schools vision and approaches to Learning for Sustainability
- ✓ Staff are confident in their delivery of coherent, high quality experiences that weave together global citizenship, sustainable development education and outdoor learning
- ✓ Learners work towards becoming effective contributors and responsible citizens

A Collaborative Approach to meeting Learners needs

Overarching Strategic Aim: Improvement in Transitions and CLPL opportunities in supporting children with additional support needs

Expected Outcome and Impact:

- ✓ Staff are confident and skilful during transitions
- ✓ Learners' experiences are high quality and progressive, based on effective and consistent pedagogy
- ✓ Values driven leadership
- ✓ An open and robust culture of communication, support and challenge underpinned by trust, respect and positive relationships
- ✓ Resource alignment, including time for communication and planning processes
- ✓ Methodology for delivery of knowledge learning and practice development, which incorporates time for coaching, mentoring, reflection and embedding into practice
- ✓ Parents and carers are knowledgeable about how to support their children with ASL needs

Learning Provision

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

| Quality Indicators | NIF Priorities | | | |
|---|--|----------------|---|---|
| ✓ Curriculum | <ul style="list-style-type: none"> ✓ 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 | | | | |
| ✓ 2.4 Personalised support | | | | |
| Impact and Outcomes | Action | Timescale | Resources | Evaluation |
| <p>Literacy and English PEF Intervention</p> <p>An established culture of reading for enjoyment which supports pupil's wellbeing.</p> <p>A whole school strategy for promoting reading for pleasure to increase attainment.</p> <p>Sharpened focus on early intervention to improve outcomes and reduce inequalities.</p> <p>Parents are knowledgeable and confident in supporting children's learning in reading.</p> | <ul style="list-style-type: none"> ➤ Further develop a literacy rich environment both in school and digitally and involve school community to raise profile of reading and engage pupils. ➤ Member of staff to work collegiately with pupils, staff and parents to develop and embed effective approaches to ensure pupil engagement in reading. ➤ Literacy team to support class teachers to identify gaps and deliver interventions. ➤ Literacy team to equip staff with the skills and approaches they need to raise attainment in reading and writing ➤ Literacy team to create a leaflet and workshop to support parents with ways they can support their child at home with reading ➤ Develop a reading homework kit for P1-3 pupils to support parents with ways they can support their child at home with reading. ➤ Continue to develop Families Connect model to ensure parents are supported with reading at home. ➤ After school 'Reading Homework Club' to offer support with reading homework activities. ➤ Weekly peer collaboration in reading and spelling skills with upper primary pupils. | Aug-June 2021 | <p>Class libraries</p> <p>Calendar of reading event</p> <p>Big Writing</p> <p>Reading Toolkit</p> <p>Class sound displays.</p> <p>Parent reading helpers</p> <p>PEF Funding £55,000</p> | <p>Quality Assurance Calendar</p> <p>Pupil Focus Groups</p> <p>Parent questionnaires</p> <p>Assessment data</p> |
| <p>Numeracy</p> <p>Teachers are confident in accessing and analysing data in order to raise attainment for their learners.</p> <p>Quality outdoor learning experiences ensuring an increase in pupils' attainment in Numeracy.</p> | <ul style="list-style-type: none"> ➤ Provide CLPL and SLT to support class teachers to embed SEAL and Number Talks ➤ Produce a policy and progressive learning framework to inform practice on outdoor learning in numeracy ➤ Deliver CLPL / information sessions & support materials for staff & parents on the benefits of outdoor learning ➤ Collaborate to create a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in numeracy across the outdoors. | Aug – Dec 2021 | <p>Maths champion</p> <p>Numeracy team</p> <p>Landscapes for learning</p> | <p>Number assessment data</p> <p>SLT to quality assure outdoor learning</p> <p>Cluster Moderation</p> |

Successes and Achievements

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

| Quality Indicators | NIF |
|--|---|
| 3.1 Ensuring wellbeing, equality and inclusion | ✓ 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 | |
| 3.3 Increasing Creativity and Employability | |

| Impact and Outcomes | Action | Timescale | Resources | How do we know? Evaluation |
|---|--|--|---|---|
| <p>Health and Wellbeing</p> <p>A curriculum rationale that takes account of ASN requirements equitably.</p> <p>There is a strong climate of nurture and inclusion and is embedded in the school ethos. The principles of GIRFEC (Getting It Right for Every Child) are embedded in all practices</p> <p>All identified learner have their needs met through suitably targeted interventions</p> <p>Consistency in approaches during key transition period.</p> | <ul style="list-style-type: none"> ➤ Establishment of Neighbourhood transition group ➤ P1 teachers to visit Enhanced nurture rooms and visit Neighbourhood primary schools and family centres ➤ HT to attend ERC ASL sub group focusing on CLPL ➤ Staff will use the Emotion Works programme to help support children to develop emotional competence and resilience. ➤ Promote parental knowledge and understanding of Emotion Works to allow parents to support the children at home ➤ Evaluate current practice and recommendation in line with ERC review of ASL / Morgan review. ➤ Review of curriculum rationale and with inclusion at heart ➤ Effectiveness of planning and assessment to meet the needs of pupils ➤ Link GIRFEC, UNCRC and Leadership ➤ Identify appropriate CLPL for all staff to upskill and build capacity ➤ Build relationships and communication between school and parents ➤ Implement focus on all pupil engagement in Quality assurance calendar | <p style="text-align: center;">Aug – June 2021</p> <p style="text-align: center;">Jan 2022</p> | <p>HT of Barrhead and Neilston family centres and primary schools.</p> <p>P1 teachers and SLT</p> <p>HT</p> <p>Inclusion Working Party: Gathering of stakeholder Views</p> <ul style="list-style-type: none"> • Survey different staff groups (PSAs, teachers, SLT) • Pupil Council • Focus group of learners with ASN <p>Health and Social care Strategic Plan 2018 - 2021</p> <p>Meeting Learner Needs in East Renfrewshire</p> <p>HealthiER minds</p> <p>Online Emotion Works Building Learning Power Expressive art therapies</p> <p>Angela Morgan Review ERC ASL Review</p> | <p>Pupil focus groups</p> <p>Monitoring of pupils' work</p> <p>Learning and Teaching visits</p> <p>Boxall Profile</p> <p>Pupil Self –reflection assessment</p> <p>Tracking information</p> <p>Online assembly - Really</p> <p>Parental Forms evaluation</p> |