

Maidenhill Primary School & Nursery Class



Improvement Plan 2019-2020

Our Aspiration for Excellence, Equity and Empowerment

At Maidenhill Primary School & Nursery Class we will strive to ensure every member of our school community reaches their potential through excellent, equitable, empowering experiences. To ensure we 'Get it Right for Every Child' we aim for our young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We will pursue excellence, equity and empowerment in all aspects of our work. Improving the quality of learning and teaching, enhancing the wellbeing of all learners and engaging our wider community in learners' experiences will be fundamental to all that we do. The experiences we provide will aim to:

- Engage children in opportunities to develop their skills and knowledge, enabling them to be *Successful Learners*.
- Promote respect and social justice for all, encouraging our children to be *Responsible Citizens*.
- Build on our learners' capacity to lead their own learning and recognise and celebrate the diversity of their abilities and achievements, supporting them to be *Confident Individuals*.
- Create opportunities for leadership, pupil voice and community involvement, inspiring them to be *Effective Contributors*.

We will employ a number of strategies to ensure that we are successful in our drive towards excellence, equity and empowerment:

- Rigorous self-evaluation will be used to identify strengths and areas for development.
- Inequity will be identified, targeted and tracked.
- Leadership will be supported and encouraged at all levels.
- Partnership working between home, school and the wider community will be valued and developed.
- Curriculum development will be ongoing and will respond to the needs of our learners.
- The pedagogy and culture of learning and teaching will be central to staff development.

Vision, values and aims tbc.

Key Areas for School Development & Improvement

2019-2020	2020-21	2021-22
<p>Vision, Values and Aims</p> <p>Culture and Ethos</p> <p>Curriculum Design <i>Rationale, Learners' Journey- Broad General Education, Planning for Assessment</i></p> <p>Literacy & Language <i>Reading</i></p> <p>Family and Community Engagement <i>Vision, values and aims; culture and ethos; home learning; promoting positive relationships; engaging with learning and teaching</i></p> <p>Learning and Teaching <i>Play and experiential/ investigative learning; assessment and moderation; learning environment; engaging with families and community</i></p>	<p>Curriculum Design <i>Learners' journey- Broad General Education, Developing the Young Workforce/ Inspiring Life-long Learning</i></p> <p>Literacy & Language <i>Writing</i></p> <p>Numeracy & Mathematics</p> <p>Family and Community Engagement <i>Developing the Young Workforce/ Inspiring Life-long Learning</i></p> <p>Learning and Teaching</p>	<p>Curriculum Design <i>Learners' journey- Broad General Education, skills pathways</i></p> <p>Literacy & Language <i>Talking & Listening</i></p> <p>Health & Wellbeing</p> <p>Sciences and Technologies</p> <p>Family and Community Engagement <i>School improvement and evaluation; skills pathways; family and community Health & Wellbeing</i></p> <p>Learning and Teaching</p>

Strategic Aim 1: To identify the vision, values and aims for our school community and to ensure that these are reflected within the culture and ethos of school life (Everyone Achieving)

OUTCOME & IMPACT	ACTION	TIME SCALE	RESOURCES	HOW WILL SUCCESS BE EVALUATED?	NIF Drivers/ HGIOS4 HGIOSELC
Section A All stakeholders within the school community have the opportunity to formulate the school and nursery class's vision, values and aims. The vision, values and aims are aspirational, coherent, meaningful and relevant to the context of the school and our community. They shape the identity of the new school community for all stakeholders.	A.1 Coordinate 'Think Tank' event to introduce the concept of school vision, values and aims and to gather initial views and ideas from the school and wider community. <i>(AMcD, AS)</i> A.2 Form Steering Group of pupil, staff, parent/ carer and community representatives to take the lead in analysing local context, gathering further views and ideas and to propose initial vision, values and aims for final stakeholder feedback. <i>(AMcD/ Steering Group) (see also E.7)</i> A.3 Coordinate launch event to introduce new vision, values and aims and to highlight their relevance to all aspects of school and wider community life. <i>(Steering Group)</i> A.4 Steering Group to monitor, analyse and evaluate the impact of vision, values and aims on our first year as a school community. <i>(Steering Group)</i>	Sept 19 Sept 19, Nov 19, Jan 20, May 20 Feb 20 May 20	Collegiate time- Sept and Feb ERC Family Centred Approaches ERC Parental Engagement Strategy	Minutes of Steering Group meetings Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Clearly identified strengths and areas for development	School Leadership, Parental Engagement, School Improvement 1.1,1.3, 2.7, 3.1
Section B Our vision, values and aims guide and can be reflected through our environment, our curriculum rationale & design and the relationships formed between all members of the school community.	B.1 Initiate and promote staff professional learning and enquiry on purposeful, stimulating learning environments. <i>(AS)</i> B. 2 Form short-life working group of pupil and staff representatives to analyse and provide guidance on our learning environment. Group to feedback to Vision, Values and Aims Steering Group. <i>(AS/ working group)</i> B. 3 Initiate and promote staff professional learning opportunities to consider and reflect upon curriculum rationale and design (see also C.2) . Staff to feedback to Vision, Values and Aims Steering Group. <i>(AMcD/ MFs)</i> B. 4 Form Promoting Positive Relationships Working Group of staff, pupil and parent representatives to: <ul style="list-style-type: none"> Develop whole school approaches to promoting positive relationships. Identify guidance and establish Promoting Positive Relationships Policy. Share guidance and policy through the school's assembly programme and our Health & Wellbeing curriculum. Liaise with and feed back to our Vision, Values and Aims Steering Group. (see also E.8) <i>(AMcD, working group)</i>	Aug- Sept 19 Sept - Oct 19 Sept- Nov 19 Oct 19- Jan 20	INSET- Aug Collegiate time- Aug Collegiate time- Sept and Nov Access to professional reading and research Time for professional dialogue ERC Family Centred Approaches ERC Parental Engagement Strategy	Minutes of collegiate meetings and working groups Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Practitioner professional dialogue Minutes of Steering Group meetings Clearly identified strengths and areas for development	School Leadership, Teacher Professionalism, Parental Engagement, School Improvement 1.1,1.3,1.5, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1

Strategic Aim 2: To ensure that our curriculum design provides clear, progressive pathways for learners (Everyone Attaining)

OUTCOME & IMPACT	ACTION	TIME SCALE	RESOURCES	HOW WILL SUCCESS BE EVALUATED?	NIF Drivers/ HGIOS4 HGIOSEL
Section C Our curriculum rationale is aspirational and inclusive, reflecting the unique context of our school and nursery class. It guides and is reflected within all aspects of our curriculum design. Our curriculum places assessment at the heart of the decisions we make and ensures all children have clear lines of progression. The curriculum is fit for purpose and meets the needs of all our children. Planning and assessment is purposeful and does not place excessive demands on teacher workload.	<p>C.1 Undertake analysis of all transition assessment evidence, including teacher professional judgements, baseline & developmental milestones data, ERC Standardised Testing and SNSA data etc. (see also D.2) <i>(All teaching staff)</i></p> <p>C. 2 Initiate and promote staff professional learning opportunities to consider and reflect upon curriculum rationale and design (see also B.3). Staff and pupil representatives to formulate and share our Curriculum Rationale and to feedback to the Vision, Values and Aims Steering Group. <i>(AMcD/ focus group)</i></p> <p>C.3 Develop whole- school guidance and methodology for Planning for Assessment in line with the Moderation Cycle and appropriate across all areas of the curriculum. <i>(AMcD/ MFs/ teaching staff)</i></p> <p>C. 4 Formulate whole-school assessment policy. <i>(AMcD/ MFs)</i></p>	<p>Sept 19</p> <p>Sept 19- Nov 19</p> <p>Oct 19 (INSET)</p> <p>By March 20</p>	<p>Collegiate time- Sept and Nov; INSET- Oct</p> <p>ERC tracking database, Early Years database, SNSA data, Baseline and DM data</p> <p>Transition records</p> <p>ERC Skills Frameworks</p> <p>Moderation Facilitators, training and associated staff cover</p> <p>Mearns Castle Cluster Gradient of Learning</p>	<p>Completed analysis of teacher professional judgements, baseline & developmental milestones data, ERC Standardised Testing and SNSA data etc</p> <p>Minutes of collegiate meetings</p> <p>Minutes of Curriculum Rationale Focus Group</p> <p>Analysis of learning and teaching visits</p> <p>Analysis of stakeholder feedback</p> <p>Evidence from school, cluster and authority moderation</p>	<p>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information</p> <p>1.1, 1.2, 2.2, 2.3, 3.2</p>
Section D Our expectations for attainment and achievement in Reading are high. The design of our curriculum provides opportunities for all children to make progress in developing functional and higher order reading skills. Practitioners regularly share and seek out best practice in the teaching of reading. They are confident when planning for assessment and making professional judgements. There is a clear standard for the learning and teaching of reading. Planning and assessment is purposeful and does not place excessive demands on teacher workload.	<p>D. 1 Form Literacy & English Forum of staff, pupil and parent representatives to meet 3 times during year to steer whole school self-evaluation and improvement in Literacy & English, with a particular focus on Reading. <i>(AS, LLP, LLCDO)</i></p> <p>D. 2 Analyse ERC and SNSA standardised assessments, baseline and developmental milestones data and CFE professional judgements in Reading. Identify areas for development and improvement (see also C.1). <i>(All teaching staff)</i></p> <p>D. 3 Initiate and promote staff professional learning opportunities and enquiry on how children learn to read. <i>(AS, LLP, LLCDO)</i></p> <p>D. 4 Form peer support partnerships within and beyond the school to identify best practice in the learning and teaching of reading (see also E.1). <i>(AS, LLP, LLCDO)</i></p> <p>D. 5 Staff curriculum development collegiate time used to:</p> <ul style="list-style-type: none"> Develop formats for planning for assessment in reading. Identify progression in and guidance for Tools for Reading, vocabulary and reciprocal reading strategies across the nursery class and school. Develop whole school approaches to reading for enjoyment and creating a literacy-rich environment. Identify a common standard of best practice to be embedded in all pupil experiences. Establish our Reading Policy. <p><i>(AS, LLP, LLCDO)</i></p>	<p>Nov 19, Feb, May 20</p> <p>Sept 19/ Jan 20</p> <p>Jan 20</p> <p>Jan- May 20</p> <p>Jan- May 20</p>	<p>Collegiate time- Jan-May</p> <p>Educational Psychologist</p> <p>Literacy Lead CDO</p> <p>Literacy Lead Practitioner</p> <p>Lowest Performing 20% Teacher</p> <p>Access to professional reading and research</p> <p>ERC Literacy Strategy 2017-2020 Skills Framework Literacy & English benchmarks</p> <p>ERC tracking database, Early Years database, SNSA data, Baseline and DM data</p> <p>Mearns Castle Cluster Gradient of Learning</p> <p>Time for peer visits, professional dialogue and associated staff cover</p>	<p>Minutes of forums</p> <p>Stakeholder self-evaluation data</p> <p>Completed analysis of teacher professional judgements, baseline & developmental milestones data, ERC Standardised Testing and SNSA data etc</p> <p>Minutes of collegiate meetings</p> <p>Analysis of learning and teaching visits</p> <p>Pupil learning conversations and dialogue</p> <p>Minutes and records of tracking meetings, professional dialogue and moderation activities, clearly identifying strengths and areas for development</p>	<p>School Leadership, Teacher Professionalism, Assessment of Children's Progress, School Improvement, Performance Information</p> <p>1.1, 1.2, 2.2, 2.3, 2.6, 3.2</p>

School Strategic Aim 3: To ensure that the experiences we provide for learners are stimulating, challenging and engaging and that we optimise the engagement of families and the wider community in children's learning and wellbeing (Excellent Experiences)

OUTCOME & IMPACT	ACTION	TIME SCALE	RESOURCES	HOW WILL SUCCESS BE EVALUATED?	NIF Drivers/ HGIOS4 HGIOSELC
Section E Our approaches to learning and teaching are based on a sound understanding of pedagogy and an insight into how children develop and make sense of the world. Staff regularly reflect upon current research and thinking. Collegiate working is centred on learning & teaching and moderation.	<p>E.1 Form peer support partnerships within and beyond the school to identify best practice in learning and teaching and to inform our school and nursery class self evaluation. <i>(AMcD)</i></p> <p>E. 2 Initiate and promote staff professional learning opportunities and enquiry on play and experiential/ investigative learning. Identify and develop whole school approaches to learning and teaching. Publish our Learning and Teaching Policy. <i>(AMcD, AS)</i></p> <p>E. 3 Link opportunities for professional enquiry to Lesson Study groups:</p> <ul style="list-style-type: none"> Teachers identify area for improvement and undertake enquiry into current research and literature. Undertake action research to inform professional enquiry. Implement Lesson Study Cycle linked to aspects of action research derived from professional enquiry. Moderate pupil outcomes and the impact on learning. Identify next steps to feed into future improvement planning. <p>E. 4 Create opportunities for all practitioners to take part in regular moderation activities at nursery, school and cluster level, and beyond. Engage staff in professional learning opportunities related to the moderation cycle. <i>(AMcD, AS, MFs)</i></p>	<p>From Sept 19</p> <p>Oct-Dec 19, Feb (INSET pm)</p> <p>Feb-Apr 20</p> <p>Oct 19- Feb 20</p>	<p>Collegiate time- Sept-Feb; INSET Feb 20</p> <p>Educational Psychologist</p> <p>Access to professional reading and research</p> <p>Time for peer visits, Lesson Study cycles, professional dialogue and associated staff cover</p>	<p>Minutes of collegiate meetings and Lesson Study Circles</p> <p>Analysis of practitioner-provided evidence following professional enquiry</p> <p>Analysis of lesson study findings, including clearly identified strengths and areas for development</p> <p>Stakeholder self-evaluation data</p> <p>Analysis of learning and teaching visits</p> <p>Pupil learning conversations and dialogue</p> <p>Evidence from school, cluster and authority moderation</p>	<p>School Leadership, Teacher Professionalism, Assessment of Children's Progress, School Improvement</p> <p>1.1, 1.2, 1.4, 2.3, 3.2, 3.3</p>
Section F Families and the wider community play an active and valued role in children's learning and in the life of the whole school and nursery class. Family and community engagement is promoted, encouraged and celebrated.	<p>F.1 Provide information event about the proposed role of the Parent Council within Maidenhill. Establish an inaugural Parent Council and constitution. <i>(AMcD)</i></p> <p>F.2 Establish a Nursery Class Parent Forum. <i>(AS, AB, DS)</i></p> <p>F.3 Engage parent/ family/ community representation in our Vision, Values and Aims Steering Group (see also Section A). <i>(AMcD, Steering Group)</i></p> <p>F.4 Engage parent/ family/ community representation in our Promoting Positive Relations Working Group and policy development (see also B.4). <i>(AMcD, working group)</i></p> <p>F.5 Engage parent/ family/ community representation in developing guidance and policy on home learning. <i>(AMcD, LLP)</i></p> <p>F.6 Pilot child-led home-school learning journals at all stages. <i>(AS)</i></p> <p>F.7 Engage parent/ family/ community representation in coordinating and actively participating in school events throughout the session, including Maths Week, Scottish Book Week, World of Work Week, World Book Day, STEM Fayre, Kids Take Over Day, Learn With Me Afternoons, Stay and Play, cultural celebrations, assemblies etc. <i>(All staff)</i></p>	<p>Sept 19</p> <p>Sept 19</p> <p>Sept 19- May 20</p> <p>Oct 19- Jan 20</p> <p>Jan 20</p> <p>By April 20</p> <p>Ongoing</p>	<p>Collegiate time- Sept</p> <p>ERC Family Centred Approaches</p> <p>ERC Parental Engagement Strategy</p> <p>Journals/ sketchbooks</p>	<p>Minutes of Steering Group meetings</p> <p>Stakeholder self-evaluation data</p> <p>Analysis of learning and teaching visits</p> <p>Pupil learning conversations and dialogue</p> <p>Clearly identified strengths and areas for development</p>	<p>School Leadership, Parental Engagement, School Improvement</p> <p>1.1, 1.2, 1.3, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3</p>

Timeline for Improvement 2019-2020

Month	Improvement Activity	Lead
August	INSET Day 1 and collegiate Activity focus- Purposeful Learning Environments	AS
September	Vision, Values, Aims 'Think Tank', then establishment of Steering Group and Meeting 1 Parent Council Information Event, then establishment of Parent Council Establishment of Nursery Parent Forum Learning Environment Short-Life Working Group formed Collegiate activity focus- Curriculum Rationale and Design; Peer Support Partnerships; Analysis of Transition Assessment Evidence	AMcD AMcD AS/AB/DS AS AMcD/AS
October	Learning Environment Short-Life Working Group concluded; feedback prepared for Steering Group Meeting 2 INSET day 2 and collegiate activity focus- Curriculum Rationale and Design; Planning for Assessment; Play and Investigative Learning Positive Relationships Working Group formed Collegiate moderation activity	AS AMcD/AS AMcD AMcD/MFs
November	Collegiate activity focus- Curriculum Rationale and Design; feedback prepared for Steering Group Meeting 2 Vision, Values and Aims Steering Group Meeting 2 Literacy & English Forum Meeting 1 Collegiate moderation activity	AMcD/ AS AMcD AS AMcD/MFs
December	Collegiate moderation activity Collegiate activity focus- Play and Investigative Learning	AMcD/MFs AS
January	Positive Relationships Working Group concluded; feedback prepared for Steering Group Meeting 3 Vision, Values and Aims Steering Group Meeting 3 Short-life Home Learning Working Group formed Collegiate activity focus- Analysis of Assessment Evidence (Reading); Reading	AMcD AMcD/MFs AMcD/LLP AS/ LLP
February	Draft Vision, Values and Aims Launched Literacy & English Forum Meeting 2 Collegiate activity focus- Reading; Lesson Study INSET Day 3 am- ERC Moderation Activity INSET Day 3 pm- Learning and Teaching Policy launched	AMcD AS/LLP AS/ AMcD AMcD/MFs AMcD
March	Assessment Policy established Collegiate activity focus- Reading; Lesson Study	AMcD/MFs AS/AMcD
April	Collegiate activity focus- Reading; Lesson Study Home Learning Journals to have been piloted across nursery class and school	AS/AMcD AS
May	Literacy & English Forum Meeting 3; feedback prepared for Steering Group Meeting 4 Collegiate Activity focus- Reading; feedback prepared for Steering Group Meeting 4; Lesson Study INSET Days 5 and 6- School Self Evaluation and Improvement Vision, Values and Aims Meeting 4 Final Vision, Values and Aims confirmed	AS/LLP AS/AMcD AMcD AMcD AMcD
June	Collegiate Activity focus- Transitions	AMcD, all staff