

Maidenhill Primary School

& Nursery Class



 Improvement Plan

2022-2023

**‘Learning Now and Forever’**

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.

Key Areas for

School Development & Improvement

|  |  |  |
| --- | --- | --- |
| 2022-2023 | 2023-24 | 2024-25 |
| Curriculum Design*Learners’ journey- Broad General Education; Universal Curriculum Design*Literacy & Language*Talking & Listening*Numeracy & Mathematics*Problem-solving; mental mathematics*Expressive ArtsFamily and Community Engagement*School improvement and evaluation; promoting positive relationships; digital communication*Learning & Teaching*Planning for assessment; learning intentions, success criteria and feedback; collaborative enquiry* | Curriculum Design*Learners’ journey- Broad General Education; Skills for learning, life and work*Literacy & Language*Writing*Health & Wellbeing*Physical Education*Religious & Moral EducationFamily and Community Engagement*Skills for learning, life and work*Learning & Teaching*Metacognition; motivation and engagement; personalisation and choice; collaborative enquiry* | Curriculum DesignLiteracy & Language*Reading*Numeracy & MathematicsSocial StudiesFamily and Community EngagementLearning & Teaching |

**Strategic Aim 1: To improve attainment and achievement through enhanced opportunities for parental and family engagement in children’s learning and development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OUTCOME & IMPACT** | **ACTION**  | **TIME****SCALE** | **RESOURCES** | **HOW WILL SUCCESS BE EVALUATED?** | **NIF Drivers/ HGIOS4****HGIOSELC/ LIP** |
| **Section A****Parents and families are welcomed as partners and are supported with skills, strategies, initiatives and approaches which allow them to play a crucial role in enhancing children’s learning and development. Parents and families know how best to support their children’s attainment, achievement and wellbeing and all children benefit as a result.** | A.1 Form short-life working group of relevant stakeholders to formulate a Parental Engagement PolicyA.2 Develop calendar of new parental engagement events and workshops, including 2 curricular/ pedagogical open evenings and 2 open afternoonsA.3 Develop a systematic approach to online communication with parents with a focus on learning and teaching, using class blogs and social media as appropriate. Provide appropriate CLPL for practitionersA.4 Finalise specific action plans and continue working towards achieving Bronze Level Family Centred Accreditation for both school and nursery classA.5 Begin action planning for working towards Silver Level Family Centred Accreditation for both school and nursery class*(E Lawson, C Smart, L Dickson, J Allan, J Thomson, all practitioners)* | SeptFrom SeptSept,Oct,Nov, Dec,Jan,Feb, March, MayBy NovemberFrom November | Collegiate time- curriculum development and family engagementFamily First linkEducational PsychologistG Suite | Minutes of working and curriculum development group meetingsStakeholder self-evaluation data, inc parental questionnaireAnalysis of learning and teaching visitsFamily Friendly evidence portfolio and notes from accreditation visit | School and ELC Improvement, Parental/ Carer Involvement and EngagementQIs 1.1, 1.2, 2.3, 2.5, 3.1, 3.2Children and young people raise their educational attainment and achievement; Children and young people are cared for, protected and their wellbeing safeguarded |

**Strategic Aim 2: To ensure excellence in learning, teaching and assessment by building the capacity of our practitioners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OUTCOME & IMPACT** | **ACTION**  | **TIME****SCALE** | **RESOURCES** | **HOW WILL SUCCESS BE EVALUATED?** | **NIF Drivers/ HGIOS4****HGIOSELC/ LIP** |
| **Section B****Our approaches to learning and teaching are based on a sound understanding of pedagogy, child development and how children learn as well as a rigorous interrogation of the data we have available to us. Practitioners regularly reflect upon professional standards and current research and thinking. They engage in enquiry and professional learning to improve outcomes for children. They are confident in planning for assessment and moderation. Collegiate activity is centred around learning and teaching, professionalism and moderation.** | B.1 Provide further opportunities for all practitioners to familiarise themselves with and work collaboratively to reflect upon their relevant professional standards.B.2 Create a calendar of in-house CLPL opportunities for and led by practitioners, with a focus on pedagogy and learning and teachingB.3 Formulate a programme of practitioner-centred Learning, Teaching and Assessment Forums (LTAFs) to encourage professional dialogue, reflection, moderation and sharing of professional learning and enquiryB.4 Create opportunities for all practitioners to engage with and interrogate demographic and attainment data at class, whole school and cluster levelB.4 Facilitate opportunities for all practitioners to engage in and share collaborative enquiryB.5 Teachers and Nursery Practitioners lead Trio Observation Cycles, with a focus directly linked to outcomes from professional enquiry*(A Shaw, A McDonald, all practitioners)* | INS-Aug and through LTAFs (Sept-May) INS-Aug and OctOct-DecJan- Mar | Collegiate time- LTAFsEducational Psychologist (Collaborative Enquiry)Professional reading and CLPL opportunities as identified by practitioners | Stakeholder self-evaluation dataAnalysis of learning and teaching visitsPupil learning conversations and dialogueClearly identified strengths and areas for improvementPractitioner professional dialogue, inc lesson study evaluationsEvaluated practitioner enquiry presentationsEvaluated practitioner moderation evidence  | School and ELC Leadership, School and ELC Improvement, Teacher and Practitioner Professionalism, Curriculum and Assessment, Performance InformationQIs 1.1, 1.2, 1.4, 2.2, 2.3, 3.1, 3.2Children and young people raise their educational attainment and achievement |

**Strategic Aim 3: To design and implement a curriculum that meets the needs of all learners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OUTCOME & IMPACT** | **ACTION**  | **TIME****SCALE** | **RESOURCES** | **HOW WILL SUCCESS BE EVALUATED?** | **NIF Drivers/ HGIOS4****HGIOSELC/ LIP** |
| **Section C****Our curriculum design has children’s needs at its heart and is based on the principles of Universal Curriculum Design. There is clear progression in the learning and teaching of skills and the pace of learning is informed by effective assessment. Children are given plentiful opportunities to make links between curriculum areas and to ‘real life’ contexts. Children’s rights inform our decision-making for the curriculum and children play a leading role in planning their own curriculum.** | C.1 Provide practitioner CLPL and opportunity for reflection on Universal Curriculum DesignC.2 Form practitioner working groups to take forward curriculum design initiatives in relation to Numeracy and Mathematics (mental maths, problem solving); Literacy and Language (talking and listening- IDL focus), Expressive Arts (music/ drama/ dance), child-led planning/ curriculum designC.3 Devise initial rationale and broad progression frameworks in these areas from Early to Third Level.C.4 Identify suggested cross-curricular links and interdisciplinary contexts for learning.C.5 Create a Curriculum Forum to allow children to contribute to curriculum design.C.6 Provide practitioner CLPL and guidance on areas above to build capacity and confidence.*(L Barr, L Wood, J Thomson, A Bannerman, A Johnstone, SJ Lawrie, J Allan, K Waddell, all practitioners)* | AugustFrom Sept OctLTAFs, INS-Feb and May | Collegiate time- curriculum developmentCover for teacher Curriculum Forum reps to attend | Minutes of working group meetingsMinute of Curriculum Forum meetingsStakeholder self-evaluation dataPupil learning conversations and dialoguePractitioner professional dialoguePupil attainment analysed against national standards, ERC and Mearns Castle Cluster Gradients of Learning | School and ELC Leadership, School and ELC Improvement, Curriculum and Assessment, Teacher and Practitioner ProfessionalismQIs 1.1, 1.2, 1.3, 2.2, 3.1Children and young people raise their educational attainment and achievement; Children and young people are cared for, protected and their wellbeing safeguarded |

**See also PEF plan (Section D)**