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| Establishment |  | **Croftcroighn Primary & NC** |
| Head of Establishment |  | Elaine Jamieson |
| Local Improvement Group |  | Smithycroft LC |
| Head of Service |  | **Jean Miller** |
| Area Education Officer/  Quality Improvement Officer/Link Officer |  | **Seana Moore** |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| Vision:  We aspire to promote the holistic development of every learner by providing an innovative learning environment, advancing personalised learning through carefully planned education programmes which are engaging and provide fun, enjoyment, support and challenge for every pupil.  We endeavour to work in strong and productive partnership with parents/carers, allied professionals and a range of Therapists and multi-agency partners to ensure learners’ needs are fully recognised and effectively met so that each individual can maximise their potential for learning and achievement.  Values:  At Croftcroighn primary school and nursery we strive to create an environment where all members of our school community are:   * Respected * Responsible * Included * Nurtured * Safe * Active * Healthy * Achieving   Aims:   * To provide a welcoming, safe, stimulating and supportive environment for all learners, staff, families and partners; * To provide a meaningful and relevant curriculum for all learners, taking account of and reflecting the unique context of our school. * To provide excellent learning experiences which are exciting and innovative, with support and challenge to meet the needs of all learners and ensure that they flourish. * To continue to develop as a successful empowered learning community supported by collaborative professional enquiry, high quality in-house programmes and excellent local/national training for all staff. * To consult and work in close partnership with all parents/carers, partners and the wider school community to identify priorities, undertake improvement planning and review policies as we strive to be a continuously improving, outstanding school for the future. |

| **2. Summary of our self-evaluation process.** |
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| All staff participated in self-evaluation activities focussing on QI’s 2.2 Curriculum, 2.3 Learning & Teaching, and 2.7 Partnerships. These activities enabled staff to highlight strengths & development needs in each of these areas.  All parents were invited to engage in the self-evaluation process through completion of a questionnaire, we received a response rate of over 50%.  Members of the parent council also met with the HT to discuss what they felt was going well & what we could do to improve.  The results of these self-evaluation activities, combined with the evaluations of our 2021-2022 SIP working parties have informed our priorities for session 2022-23. |
| **Strengths identified:**  \*Staff nurturing relationships with pupils  \*A range of learning experiences are planned for individuals  \*Teamworking within classes  \*Use of Seesaw for communication between staff & parents  \*Mellow parenting group  \*Partnership working with NHS colleagues to meet specific individuals needs |
| **Priorities for development:**  1: To develop trusting and supportive relationships within the school and beyond, e.g. with school colleagues, parents, Glasgow CLN colleagues, and wider community colleagues with a view to sharing /developing practice to better support the needs of individuals.  2: To review our curriculum planning to ensure all children have access to a breadth of experiences taught through relevant contexts, as well a specific target planning to meet individual needs.  3: To develop our learning & teaching to incorporate a broader range of ICT software & AAC to enable greater personalisation and adaptation of learning to meet individual needs. |

| **3. Additional Monies Spend Summary of Consultation Processes** |
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| The staff team met in June 2022 to discuss the 3 areas identified for our SIP & to discuss the use of Pupil Equity Funding for the coming session. It was agreed that we should:   1. continue to direct funds towards developing appropriate play environments within the school grounds. 2. funds should be directed towards the purchase of subscriptions for accessible software to support learning across the curriculum. |
| **Rationale for Spend:**   1. Our pupil population have complex additional support needs including physical, sensory, communication and learning difficulties. These support needs severely impact the ability of our pupils to access play spaces within their own communities which meet their needs in terms of accessibility and safety. Play is the primary medium for learning for children at the earliest stages of development therefore we propose to spend monies to develop further the opportunities for our pupils to participate in a range of play experiences. This will include funding for appropriate equipment/materials as well as training opportunities for staff to ensure that we can support and facilitate a variety of play experiences for all. 2. Our pupils’ with complex learning needs struggle to use a great deal of mainstream educational software as it is not appropriate for their learning needs. We plan to purchase software which has been developed to minimise additional visual clutter on the screen, which displays tasks in a similar way to minimise the working memory load, and which also incorporates augmentative communication and enables learners who use alternative access methods. Software purchases include: Boardmaker Online including the Core Literacy Package & Choose it Readymades. |
| **Measures/Evidence for Impact (data, observation, views):**  We expect to see an increase in pupil engagement in play activities & a decrease in distressed behaviours. Measures could include behaviour frequency charts, observations by staff, and SLT observation of L&T sessions.  The development of pupil skills across cognition, communication, physical (gross/fine motor) and interaction can be tracked using Teaching Talking.  We expect to see greater evidence of Modelling of AAC across the curriculum.  We anticipate that through incorporating AAC into our daily teaching and learning activities we will see greater awareness of AAC amongst the children.  An increased use of AAC by children across the school.  Greater engagement in learning activities as activities are more adapted to suit learners needs e.g. access, display, AAC etc. |

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| **4. Action Planning** | | | | | | | |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | **2.7 Partnerships** | LT). To develop trusting and supportive relationships within the school and beyond, e.g. with school colleagues, parents, Glasgow CLN colleagues, and wider community colleagues with a view to sharing/developing practice to better support the needs of individuals.  MT) To provide a number of opportunities for school colleagues, parents, CLN colleagues, community colleagues to meet (preferably in person, however virtually if this is not possible).  ST). To gather views and ideas from school colleagues, parents, Glasgow CLN colleagues, and wider community colleagues about how we can work together to support the needs of individuals. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Consultation with Parent Council about how to develop and re-establish links.  Wider consultation to establish levels of interest in the gathered suggestions.  Plan & carryout a series of parent link activities across the year. Consider options for virtual links should in person events not be possible. | Aug ‘22  Sep ‘22  Plan created by Nov’ 22 | Surveys will be used to capture parents views of their relationship with the school. Initial survey in May’22 & follow up in May’23.  The survey will seek to gather data about parents:  -familiarity with school staff  -trust and confidence that the staff team are aware of their child’s individual needs.  -understanding of the strategies used in school to meet their child’s individual needs.  -implementation of strategies to support their child at home.  Attendance at events will be noted & feedback/comments slips will be provided. |
| Link schools identified by HT  Plan moderation sessions with other CLN schools x1 per term  Staff attend & participate in CLN moderation sessions | June ‘22  Aug ‘22  Termly | Through dialogue staff will report feeling more connected with the wider Glasgow CLN staff population. Staff will be aware of initiatives which are being undertaken in other Glasgow CLN Schools to support pupils individual needs. Staff will be able to share information about initiatives being developed at Croftcroighn. Staff will report feel more confident in their understanding & application of the Milestones, engagement scale terminology and levels of support to describe pupil progress. will be measured |
| Establishment of peer moderation partners.  Series of moderation activities planned across the year  Participation in peer moderation events. | June ‘22  Aug ‘22  Frequency to be decided | A termly review discussion will be carried out with the SLT mentor to reflect upon the benefits/challenges of participating in peer moderation activities. It is anticipated that  Teachers & CDO’s/Instructors will become familiar with working with colleagues from another class as moderation partners. Staff will discuss their pupils’ support needs, planning, learning activities & assessments. Staff will become familiar with participating in moderation activities with their partner class. Staff will feel more confident about the moderation cycle and participation in peer moderation activities. |
| Identify NHS &/or wider community partners who could provide advice and support to meet individuals’ needs.  Make contact with community groups/supports & plan a series of sessions for parents/ carers/ staff | Oct ‘22  Dec’ 22 plan of events in place for remainder of session | Attendance at events will be recorded & feedback/comments will be gathered from parents/staff attending sessions.  It is anticipated that parents & staff:   1. will have a greater awareness of supports within the community. 2. will have an increased understanding of strategies which they can use to support particular needs of individuals. . |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Staff & SLT will self-select which SIP priority group they wish to work on in Aug ‘22  Partners may include:Sleep Scotland, Incontinence Service. NAS. Katie Deans Occupational Therapist. Fiona McAskill Speech therapist, Maggie Physiotherapist, Marianne Green School Nurse. | Time allocated from WTA  Funds for payment of building lets or payment for training sessions.  If virtual sessions required TEAMS or Zoom links can be used (parent council have purchased zoom licence). |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** | **2.2** | **To review our curriculum planning to ensure all children have access to a breadth of experiences taught through relevant contexts, as well a specific target planning to meet individual needs.** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Carryout curriculum mapping exercise | August/Sept | Staff will identify & reach consensus about which E’s & O’s are part of the life & Ethos of the school, & which we need to formally plan for. |
| Bundle E’s &O’s to create IDL topics | Oct | Staff will consider which E’s & O’s could be planned for in IDL contexts & which if any require specific alternative programmes. |
| Create topic planners | Nov | Staff will create planners for each of the topics – suggesting a relevant context & resources |
| Create curricular plan & rationale | Dec | SLT will agree with staff a manageable topic programme to ensure breadth of experience. Through ongoing dialogue staff will reach a consensus about the needs of the school population and how our curriculum should reflect this. SLT will produce a Curriculum Rationale. |
| Introduce/update Teaching Talking Assessments for all pupils | Jan-Mar | The development of pupil skills across cognition, communication, physical (gross/fine motor) and interaction can be tracked using Teaching Talking. |
| Trial SCERTS in Action in 3 classes with staff who have completed the training. Staff will consult with link NHS staff & parents to agree targets, strategies. | Termly across the year in line with current Target setting timeframes. | SCERTS trained staff in 3 classes will trial SCERTS in Action as a method of multidisciplinary working, to identify targets, share support strategies and track progress. |
| Staff to review SCERTS in Action programme termly to agree & plan school model of implementation. | Termly | The trial will ascertain the relevance & appropriateness of the SCERTS in Action programme for our population. The trial will inform our future target setting & tracking. |
| Staff to link with SLT to consider how best to support wider Teacher & CDO Team to adopt SCERTS in Action in next session. | April | Wider staff training/awareness raising on SCERTS in Action. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Elaine Jamieson  All Teachers & CDO’s  SCERTS Trial – Lesley Connacher, Anne Healy & Stuart Irving  Katie Deans (OT) & Fiona McAskill (SLT) | Examples of other schools curriculum planning  Early Level E’s & O’s & 4 contexts  Time allocation in WTA for activities |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** | **2.3** | **To develop our learning & teaching to incorporate a broader range of ICT software & AAC to enable greater personalisation and adaptation of learning to meet individual needs.** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Complete training in Boardmaker Online to enable staff to access the Core Literacy Programme. | Jan | Use of Core Literacy programme will be seen across the school. The Core Literacy programme will compliment the Core AAC programme. We should see an increase in pupil engagement with core AAC. |
| Complete training in Boardmaker Online to enable staff to search for accessible symbolised learning activities for a range of curricular areas. | Feb | Staff should be able to access adapted/symbolised learning activities for a range of curricular areas. Children will show greater familiarity with AAC as they are seeing it incorporated more frequently throughout their day. |
| Complete Boardmaker Online training to enable staff to create their own symbolised learning & communication resources. | Mar | Staff will be able to create their own symbolised resources to support their learners throughout the school day & beyond. |
| Complete training on Choose it Readymades & Choose it Maker to enable staff to search for adapted learning activities for a range of curricular areas, or create their own fully accessible learning activities. | April | Staff will be able to create or search for appropriate adapted curricular activities which will allow children to practice & rehearse a range of communication skills across curricular areas. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Elaine Jamieson | Boardmaker Online subscription  Choose it Ready Mades subscription -Helpkidzlearn  Choose it Maker subscription -Helpkidzlearn  CPD time or WTA time allocation |