Education – Improvement Planning Document

Craigmarloch School

Establishment Name:

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Signatures:

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| Head of Establishment | George Walker | Date | 25/01/2021 |

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| Quality Improvement Officer | Sabrina McCready | Date | 25/01/2021 |

Our Vision, Values and Aims

In Craigmarloch School we aim to support all of our pupils to develop to their full potential. Craigmarloch School will provide a nurturing, welcoming, safe and secure learning environment for our pupils. Through close liaison with parents and partners we will meet the needs of all of our pupils and ensure that we get it right for every child in our school. Our holistic focus will ensure that our curriculum from Primary through to Senior Phase provides a personalised learning experience which promotes inclusion in school, in the campus and in our community. Craigmarloch pupils will have the opportunity to develop their independence and confidence via our mainstream partners in the authority and on our shared campus. Our school aims to provide stimulating, challenging and appropriate experiences for our learners at all times through their learning journey.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2020-2021

Session 2021-2022

Overview of rolling three year plan

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| **National Priorities** | **Session 2020/2021** | **Session 2021/2022** |
| Improvements in attainment, particularly in literacy and numeracy | Implementation of B Squared for better tracking of pupil progress. |  |
| Closing the attainment gap between the most and least disadvantaged children | 5 Year plan. PEF plan |  |
| Improvement in children and young people's health and wellbeing | Outdoor learning priority for recovery phase and beyond. Review of whole school Health and Wellbeing programme. |  |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Consultation exercise for S6 transition year to be undertaken. |  |

Plan –Session 2020-2021

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  Performance information | **HGIOS?4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.6 Transitions  1.3 Leadership of change | **Other Drivers**  **HGIOELC?**  1.2 Leadership of learning  1.4 Leadership and management of practitioners  **RRS**  Article 28: (Right to education):  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * Increased attainment in literacy and numeracy from primary, BGE and senior phase. * Increased number of pupils attaining in senior phase Nat 2 and above. * Severe and complex learners participating in sensory experiences of literacy / numeracy. * Accurate overview of pupil progress across all levels and learner profile via b Squared. * Improved post school destinations for Senior phase leavers. |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 1.1  Continue the Implementation of B Squared online platform for planning, tracking and monitoring of pupil progress. Baseline of all pupils to take place across all subject areas and primary department. Clearer monitoring of progress of pupils with ASN will be possible. Clearer data to lead to more effective target setting. Parent awareness event for b Squared to be offered.  1.2 **(SEE SAW NOW RED WARNING)**  Implementation of See Saw App. Increase home and school communication via effective and secure home / school communication app. Use of See Saw app to support home learning and homework.  \*On hold due to necessity to use Teams following lockdown\*  1.2 Establish use of MS Teams to support remote / home learning. Assess success of this for ASN pupils regularly. Possible that See Saw App may not be required.  1.3 Review of Craigmarloch Onesery class. Nursery primary 1 class now established. Play pedagogy for nursery and lower primary to be explored. Ed Psych leading working group on Play Pedagogy.  1.4 SLT teacher conversations re literacy focus at all levels across the school. Replacing planned observations due to Covid restrictions. Peer observations across school (Literacy focus) | January 2021– June 2021  August 2020 – December 2021  January 2021-  June 2021  January 2021 – June 2021  April – June 2021 | All staff (teaching and learning assistants). Parents, Local Authority officers.  All staff, Primary 1 teachers, Nursery Staff and support staff. HT and DHT Primary.  SLT and all staff.  HT, Primary DHT, all Onesery staff, ELC link.  Parents | B Squared platform. Dale Pickles areas B Squared link. Liaison with partner school in North Lanarkshire. Training for staff via school B Squared champion. Parent awareness session for B Squared.  Purchase of SeeSaw app. Staff training re see saw app. Tablet device purchased for all teachers, possibly support staff too.  All school staff, Learning assistants. SLT.  HT to be part of Play Pedagogy working group. DHT to join also. Senior Eyco. |
| 1.5  Parent workshops for supporting numeracy to be offered. Now virtual to be virtual.  1.6  Classroom conversations with Numeracy focus at all levels across the school. Replacing class observations due to covid restrictions. (Numeracy focus) Numeracy working group to continue.  1.7  Review of CAL department. Year 1 one CAL department to be reviewed with all stakeholders. Impact for pupils to be shared. Criteria for CAL input to be agreed. Identification of further training required for CAL group. | March 2021 – June 2021  February 2021– March 2021 | All staff (teaching and learning assistants). Parents, Local Authority officers.  All teaching staff.  HT, DHT all CAL staff. | Authority link person re numeracy.  Secondary attainment challenge numeracy officer. |
| 1.8 Begin consultation exercise with all stakeholders re S6 transition year. Wider achievement opportunities to be offered to all pupils. Build on introduction of wider achievement from previous year. Emphasis on S6 year for preparation for life beyond school. | February 2021 – June 2021 | HT, DHT, PT, MCMC, West College Scotland, Stepwell, Enable Scotland, Parents. QIO | Liaison with partner ASN schools. |

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| **Evidence of Impact** |
| * CAL policy shared across all stakeholders. CAL case studies shared. * More access to specific therapies for individual pupils. * Feedback from parents re improvements in home school communications. * Effective pupil data profiles shared with staff and parents via B Squared. * Continued increase in attainment for senior phase pupils in National qualifications and alternative frameworks. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children | | |
| **NIF Driver**  Parental engagement  School Improvement  Assessment of children's progress | **HGIOS?4**  2.5 Family learning  2.6 Transitions  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **HGIOELC?**  1.2 Leadership of learning  1.4 Leadership and management of practitioners  **RRS**  Article 28: (Right to education):  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * All classes to hold family learning event. * Increased participation in school events from families. (subject to covid guidance) * Parent contribution to school curriculum and review of planning. * Involvement in learning community project (Primary). * Secondary curriculum offer reflects mainstream offer where appropriate. * Pupil engagement improved. |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 2.1 Subject specialists to consider how remote learning has contributed towards positive family learning experiences.  2.2 Newly created Family learning policy to be shared and reviewed with school community.    2.3 Family check in sessions to be organised twice per term. Virtual parent open talking sessions. (school gate experience) | February 2021 – June 2021 (Dependent on covid 19 guidance)  January 2021 – June 2021  January 2021 – June 2021 | PT family engagement, all staff.  HT, PT family engagement, class teachers, parents.  PEF PT, all staff, parents.  All teaching staff, SLT, parents, HSCP partners, other external agencies. | Staff awareness session re Family Learning Education Scotland review of family learning document. Education Scotland Review of Remote Learning. |
| 2.4  Building on reviewed ASN planning documents from staff. Parents now to be invited to contribute to a review of pupil profile and ASN Planning documents across the school. Partner agencies to be invited to contribute too. Partially completed from previous year. Pupils to be invited to review documents to enhance ownership of it. | January 2021 – June 2021 | All staff, pupils, parents and partners. | Existing documents and new document. |
| 2.5  Refreshed approach to cross campus opportunities for all staff. Leadership opportunity for staff or promoted member of staff. All secondary subjects to meet with campus peers to consider opportunities. Revisit inclusive opportunities within learning community in Primary. (Work had started in previous year via PEF PT.) Remains an improvement area but significantly difficult at present due to limited movement across campus.  2.6  Second shared learning experience to take place between Mary Russell school and Craigmarloch.  (Carried over as was not able to take place due to covid 19)  On hold due to covid  2.7  Additional link school ASN school from West Dunbartonshire Council, Kilpatrick School. Virtual Peer learning opportunities to be explored. Senior phase models to be compared to inform review of S6 transition year. Comparison exercise re post school opportunities.  2.8  Increased involvement in Inverclyde moderation events to continue across Primary and Secondary. Moderation opportunities with peer ASN schools to be further developed. Currently 1 subject area in Secondary has held successful event with partner school. This is to be extended across secondary department. Termly focus Lit, Num H and WB as appropriate.  2.9  Pupil Support base to continue. Remote learning offer to include improving engagement for this group. Focus on improving engagement for specific pupils. Build on success of previous year. Pupils on part time timetables reduced. Exclusions reduced. PEF PT to continue to lead. | January 2021 – June 2020  August 2019 June 2020  January 2021 – June 2021  January 2021 – June 2021 | HT, DHT, PT, subject specialists, staff from all 3 campus schools.  All teaching staff, SLT and partners from Mary Russell school. Kilpatrick school to be considered too.  A  ll teaching staff, SLT and partners from Kilpatrick School.  DHT’s are leading moderation. All teaching staff.  PEF PT for pupil engagement. |  |

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| **Evidence of Impact** |
| * Reduced number of pupils on part time timetables. * Reduced number of exclusions * 2 Moderation events with partner ASN Schools to take place. * Campus meetings at department level to take place. |

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| **Priority 3** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  School Improvement  School Improvement  Assessment of children's progress | **HGIOS?4**  3.1 Ensuring wellbeing, equality and inclusion  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions | **Other Drivers**  **HGIOELC?**  1.2 Leadership of learning  1.5 Management of resources to promote equity  **RRS**  Article 28: (Right to education):  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * All pupils to experience outdoor learning * Increased awareness and enthusiasm for outdoor learning created. * Greater awareness of importance of health and wellbeing for young people. * Participation in joint health and wellbeing acitivity across the campus and with partner ASN schools. * Outdoor learning to contribute to pupil individual targets. * Pupil enthusiasm for outdoor learning to increase. * Broaden post school options for senior phase. Increase college options beyond Inverclyde area. |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 3.1  Whole school audit of Health and Wellbeing programme to be undertaken. Staff, pupils and parents to be involved in this. Primary to Secondary existing programme to be evaluated. Ready to learn period to continue. Inverclyde CMO’s for H and W to be involved.  3.2  Profile of outdoor learning across the school to increase. Outdoor learning to feature significantly during recovery phase August – October (Now until June 2021)  3.3  All classes in Primary and all subject areas to offer outdoor learning consistently. Outdoor learning to be supported remotely throughout lockdown period.  3.4  Partnership with Finlaystone Estate to support this. Range of outdoor learning opportunities to carefully consider the diversity of need within Craigmarloch. Development of outdoor learning within school grounds to continue.  3.5  Review of protocol for access to specialist therapies. Hydro therapy, Rebound Therapy, Yoga therapy. Agree priority pupils for this input. Explore use of resources out with school normal hours. | Jan 2021 – June 2021  January 2021 – June 2021  January 2021 – June 2021  January 2021 – June 2021  January 2021 – June 2021 | School outdoor learning working group. Finlaystone partners, Castle Semple. All staff.  All staff  All staff  Finlaystone estate. Outdoor learning group. All staff.  All trained staff. NHS staff | Revisit Inverclyde nurture policy. Review school existing nurture policy.  Staff training to be made available. Forrest schools, John Muir award.  Outdoor learning activities to be shared remotely.  Training to be continued for staff in hydro pool, rebound and other appropriate therapies. |

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| **Evidence of Impact** |
| * Pupil feedback on outdoor learning experiences. * Parent feedback on impact of outdoor learning. * Minutes from health and wellbeing review process meetings. * Input from Inverclyde CMO’s for Health and Wellbeing. * Evaluations of impact on health and wellbeing of pupils via therapeutic providers. |

**Education Scotland Advice:**

**Developing a manageable, measureable annual improvement plan**

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

* observable, measurable outcomes which focus on learning, achievement and wellbeing;
* priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
* clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
* clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
* clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
* measures of success which include performance data, quality indicators and stakeholders’ views.

**Mapping HGIOS4 quality indicators to the key drivers in the NIF**

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

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| **NIF key driver for Improvement** | **Evidence this will provide** | **Supporting Quality Indicators (HGIOS4)** | **Sources of Evidence** |
| **School Leadership** | Quality and impact of leadership at all levels within the school | 1.3 Leadership of change  1.2 Leadership of learning | Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.  Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils. |
| **Teacher professionalism** | Impact of collegiate working and teacher professional learning on children’s progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels. | 2.3 Learning teaching and assessment | Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording. |
| **Parental Engagement and Partnership working** | Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child’s education. Progress towards developing a family learning programme across communities. | 2.5 Family learning  2.7 Partnerships | Engagement/Discussion with parents at parents’ evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;  Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school??? |
| **Assessment of children’s progress** | Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children’s overall achievements in national qualifications and trends in improving attainment over time. | 2.3 Learning teaching and assessment  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning | As above.  Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;  As above. |

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| **School improvement** | Success in raising attainment and achievement for all children.  Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment.  Overall progress with key priorities at school, local and national level. | 2.3 Learning teaching and  assessment  3.2 Raising attainment and  achievement  1.1 Self-evaluation for self-improvement  2.2 Curriculum  3.3 Increasing creativity and employability  2.4 Personalised support  2.6 Transitions | As above.  Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.  As above.  Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.  Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.  Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.  Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents’ evenings, induction evenings and P7 induction days. |

**Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)**

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.