 Education – Improvement Planning Document 

Establishment Name:

**Inverkip Primary School and Nursery Class**

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Signatures:

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| Head of Establishment | Mrs Diane Renfrew | Date | June 2019 |

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| Quality Improvement Officer | Mrs Alison McLellan | Date | June 2019 |

Our Vision, Values and Aims

**Our Vision:** At Inverkip Primary School and Nursery Class we are developing our full potential and inspiring others to succeed within a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors.

**Our Values**: Inverkip CHEER – Commitment, Honesty, Endeavour, Equality and Respect.

**Our Aims:**

* To provide a broad and balanced curriculum within a nurturing school environment where each pupil has the opportunity to thrive emotionally, socially and physically.
* To encourage all pupils to achieve their fullest potential within and outwith school, developing their knowledge, skills and positive attitudes.
* To provide high quality teaching, nurturing a love of learning and a sense of achievement in all our pupils.
* To create an environment for our pupils where they consistently feel they have a voice and their opinions and ideas are listened to and acted upon.
* To make our school a safe, healthy and happy place where our pupils develop positive relationships
* To encourage consistently high standards of behaviour and respect for the rights of others.
* To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

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 2019-2020

Session 2020-2021

Session 2021-2022

Overview of rolling three year plan

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| **National Priorities** | Session 2019-2020 | Session 2020-2021 | Session 2021-2022 |
| Improvements in attainment, particularly in literacy and numeracy | * Whole school focus on Digital Literacy * All stages using Inverclyde Numeracy & Mathematics Progression Pathways and Inverclyde Literacy & English Progression Pathways * Embed SEAL at Nursery, Pr1 and Pr2 and introduce at Pr3 stage * Embed Number Talks at all stages * School moderation activities in relation to Number Talks and Progression Pathways * Cluster moderation : ASD Communication Plan (Bronze Award) * Introduce Accelerated Reading Programme * Embed Visible Learning pedagogy * Nursery STEM Moderation and development (Outdoor Play) | * Embed Digital Literacy * Evaluate and embed all Progression Pathways * Embed SEAL at Early and First Level (intro to Pr4) * Embed Visible Learning pedagogy * Nursery Moderation & sharing practice in STEM * Increase attainment in Writing by using newly developed criteria * School ASD Action Plan Year 3 * Year 2 Accelerated Reading * Nursery STEM project Year 2 |  |
| Closing the attainment gap between the most and least disadvantaged children | * School ASD Action Plan Year 2, as above * Introduce Accelerated Reading Programme | * School ASD Action Plan Year 3 |  |
| Improvement in children and young people's health and wellbeing | * LAAC pupils to have a SEEMIS Child’s plan * Whole school focus on Mental Health & Wellbeing * ASD School Action Plan, as above * Embed and further develop Rights Respecting School Gold Level * Embed anti-bullying #BeKind campaign | * Further development of Nursery outdoor learning * Build on #BeKind Campaign * As above * Continue RSSA * Continue #Bekind focus |  |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Whole school focus on Digital Literacy * Embed Learning Logs to tie in with Visible Learning pedagogy * Development of pupils as ‘visible learners’ * Digital Literacy * World of Work Week | * Evaluate and build on Learning Logs to reflect progress in Visible Learning * Appropriate next steps in Visible Learning based on evaluations |  |

Pupil Equity Fund –Session 2019-2020

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| **NIF Priority**  Closing the attainment gap between the most and least disadvantaged children |
| Inverkip Primary has a roll of 263 pupils. There are currently 7 pupils entitled to a free school meal (FME 2.66%) and 3 LAAC pupils (1.1%).We have 1.52% of our pupils living within SIMD Deciles 1&2 with almost all of our pupils living within SIMD Deciles 5,6,7& 8 (98.48%). Across the school, almost all pupils have achieved the expected CFE Levels for Reading, 94.53%, Writing, L&T, 95.37% and Numeracy, 93.53%. Most pupils have achieved the expected Levels in Writing, 86.33%. This is the average of Pr1, Pr4 & Pr7 results.  We continue to support all of our pupils to raise attainment through the development of Visible Learning pedagogy plus the addition of one extra ASN Auxiliary to support small, targeted ASN groups and individuals in class and in the playground (PEF funded). Accelerated Reading Scheme will be put in place this year to raise attainment in Reading and Writing.  These interventions, plus our whole school ASD Communication Plan are intended to foster systematic and sustainable improvements to the overall learning and teaching in Inverkip Primary School & Nursery Class. This will not only target our FME group but will enhance the learning experience for all learners. |

| **Intervention** | **Timescale** | **Details of spend** | **How will you evidence improvement?** |
| --- | --- | --- | --- |
| * Accelerated Reading Programme | August ’19-  June ‘20 | **£2378.37** | Attainment Data in Reading & writing |
| * Visible Learning Training   (Opted out) | N/A | **£500** |  |
| * Additional ASN Auxiliary to provide support across the school to pupils who are at risk of not attaining the expected levels in Literacy and Numeracy. | August ’19 –  June ‘20 | **£10 081.63**  (ASN 20 hours 46 weeks) | Attainment Data |
|  |  | **TOTAL = £12 960** |  |

Plan –Session 2019-2020

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS?4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions | **Other Drivers**  **HGIOELC?**  1.2 Leadership of learning  1.4 Leadership and management of practitioners  2.3 Learning, Teaching and Assessment  **RRS**  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * Writing, Number & Reading levels will increase across the school * Increase in number of Home Learning Tasks completed * Enhancement of skills in Nursery Literacy & Numeracy |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| 1.1 Inverclyde Progression Pathways used systematically in planning | August 2019 | **Teaching staff** | Moderation sessions. Staff collegiate working on benchmarks, ‘bundles’ and pace of learning. |
| 1.2 SEAL planning embedded in Early Level & Pr2 and rolled out to Pr3 to develop early arithmetical thinking skills | August 2019 | Nursery, Early & First Level Staff | Supported by S Provan, PT  school moderation  Further SEAL CPD for continued support |
| 1.3 School Moderation:  Develop Number Talks Progression  Local Authority Moderation event | August 2019 | SMT, Teaching Staff | Staff collegiate working to match resources to Number Talks and agree skills progression |
| 1.5 Cluster Moderation: ASD Communication Plan | August ‘19 | SMT, Teaching Staff, Cluster colleagues | Collegiate cluster school working.  Priorities still to be identified. |
| 1.6 Visible Learning  Focus: |  | SMT, Teaching Staff  SMT Focus Groups/Jotter Monitoring  Impact Coaches – Leadership from Mrs Provan & Mrs Reynolds | School focus initially this year on LI & SC  Next focus still tbd |

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| **Evidence of Impact** |
| * Minutes of Planning & Tracking Meetings focusing on pupil attainment * Minutes of school based moderation activities * Minutes of Cluster based moderation activities * VL Pupil Group & Staff Feedback * Increase in pupils achieving levels through TPJ * SNSA data * Self- evaluation of QI 2.3 Learning, Teaching & Assessment * Reading ages progres |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS?4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions | **Other Drivers**  **HGIOELC?**  2.2 Curriculum  1.2 Leadership of learning  1.4 Leadership and Management of practitioners  **RRS**  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * All pupils expected to make better progress in Literacy and Numeracy * Attainment raised through data interrogation and support for ASN pupils in place/parents informed |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| * 1. SNSA data interrogation: BGE Toolkit and impact on Parentzone Dashboard | August 2018-June 2019 | SMT, Teaching Staff | HT led collegiate to teach data interrogation |
| * 1. Accelerated Reading introduced   3 x per week in each class | August ‘19 | Teaching Staff  Lead: J McGregor & J McCready | Acc Reading Scheme on-line resources |
| * 1. ASD Whole School Action Plan – & Cluster Moderation focus   Target 1: Increase use of Visuals throughout school. All rooms labelled with same font & colour. Visual timetables in all classes, pictorial if necessary.  Target 2: Increase parental knowledge and  Involvement.   1. Parent workshop on ASD Action Plan 2. ASD drop in support café once per month introduced   Target 3: Safe Spaces   1. Safe spaces made available for pupils with ASD within each classroom. 2. Adult supported safe space available at interval and lunch time | August 2018-June 2019 | All school & Nursery staff | ICOS Team for support  ASD Plan Year 2 agreed by all staff |

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| **Evidence of Impact** |
| * Impact of ‘Visuals’ throughout school and Safe Spaces meaning ASD pupils better supported to learn and fewer instances pf ‘time-out’ required. * Parent/Teacher/Pupil ASD feedback on all of Action Plan. |

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| **Priority 3** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  Assessment of children's progress  Parental engagement  School Improvement | **HGIOS?4**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.7 Partnerships | **Other Drivers**  **HGIOELC?**  3.1 Ensuring wellbeing, equality and inclusion  2.7 Partnerships  **RRS**  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * ASD pupils effectively supported and increased class time & learning evident in NGRT and PIPS Data * LAAC pupils full supported by SEEMIS child’s plan and attaining well in class * Recorded bullying incidents decreased |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| 1.1 All LAAC pupils to have a SEEMIS Child’s Plan | August’19 | SMT |  |
| * 1. School Mental Health development  1. Pupil Focus Group Initiated 2. Staff CPD 3. Parent & Pupil Workshops | August’19 | SMT, Teaching & Nursery Staff |  |
| 1.3 ASD School Action Plan (As above) | As Priority 2 | As Priority 2 |  |
| * 1. Embed and develop RRS Gold Level  1. Re-visit and promote school values & class charters in all classes to enhance positive relationships | August’19 | SMT teaching staff, support staff, pupils, parents, community  Leadership – Mrs Findlay |  |
| 1.5 Nursery outdoor play area developed:  a) Development of new outdoor learning rota  b) List of outdoor learning experiences | August’19 | SMT, SEYECO, Nursery Staff | Collegiate working |

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| **Evidence of Impact** |
| * Minutes of LAAC meetings * Staff and agency feedback * Self-evaluation of Nursery outdoor learning * Self-evaluation HGIOS 4 QI 2.4 Personalised support * RSSA Gold reaccreditation success * Attendance data |

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| Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people | | |
| **NIF Driver**  Parental engagement  Assessment of children's progress  Performance information | **HGIOS?4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions | **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):  **Developing in Faith**  Celebrating and worshipping  Honouring Jesus Christ as the Way, the Truth and the Life |

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| **Expected outcomes for learners which are measurable or observable** |
| * Pupils are able to articulate targets and next steps in learning |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| * 1. Digital Learning focus for all classes  1. Staff CPD 2. Staff/Pupil workshops 3. Pupil & Parent clubs | August’19 | SMT & all classes led by J McGregor & J McCready |  |
| * 1. Development of pupils as Visible Learners * See Priority 1 | August’19 | SMT, Treaching Staff & Impact Coaches | School VL Communication Plan |

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| **Evidence of Impact** |
| * SNSA Feedback * Feedback from all stakeholders * Classroom monitoring * Pupil focus groups |