**School Improvement Plan**



**North Ayrshire Council**

**Education and Youth Employment**

**Elderbank Primary, Early Years**

**and Supported Learning**

**School Planning 2015/18**





**Vision, Values and Aims**

**Values**

Respect, Inclusion, Equality, Excellence

**Vision**

Elderbank will provide a stimulating, supportive, secure learning environment which enables **all** learners to reach their full potential through quality learning and teaching, while nurturing and supporting the school community to participate actively in the life and work of the whole school, which will equip learners to thrive in an ever changing and challenging world.

**Aims**

* To provide all learners with a consistent framework for positive interactions while promoting self-esteem, positive behaviour, pride and self-discipline.
* To build a curriculum framework based on breadth, balance, challenge, progression, cohesion, personalisation and choice, and which recognises, supports and meets the needs of every child through appropriate, quality active learning opportunities.
* To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning.
* To effectively encourage and support leadership at all levels.

**Council Priorities**

**The five Council strategic priorities for 2015-2018 are detailed below:**

* **Growing our economy, increasing employment and regenerating towns**
* **Working together to develop stronger communities**
* **Ensuring people have the right skills for learning, life and work**
* **Supporting all of our people to stay safe, healthy, and active**
* **Protecting and enhancing the environment for future generations**

**Evaluation of School Improvement Plan 2015 – 2016**

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| **Strategic Priority**  To enrich the quality of learners’ experiences and attainment in numeracy and mathematics. | | |
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| **Objectives** | **Evaluation**  **(What went well? What didn’t? What will you change?)** | **Next Steps** |
| Implement a progressive, cohesive  programme of work with cluster agreed assessment and data analysis approaches.  Embed a mental agility programme to ensure breadth, depth and application across the school.  Establish a culture where teachers regularly engage in reflective, evaluative professional dialogue of learning and teaching and assessment and moderation. | The school framework was reviewed to incorporate the Early Level Framework. First and Second level were streamlined to identify the significant aspects of learning and key bench marks. This was delivered in October 2015 as part of the In-Service Programme. Through discussion the impact was increased confidence for staff and in turn the delivery for pupils.  One member of staff has been fully trained in Maths Recovery and has worked with individuals through the school. This has increased attainment for individual pupils and has empowered staff to shadow the member of staff who is trained to incorporate strategies in their teaching.  One member of staff attended the 2 day course and has made the link to her classroom and shared her knowledge with peers.  The data collected indicates an overall improvement in performance at P1, P4 and P7.  All Early Years Practitioners have participated in the Early Level Framework and have provided good quality experiences for learners and this will be continued and enhanced further.  The implementation of Number Talks has not taken place due to staff shortage. There has been an implementation of Daily 10 in First and Second level classes. Through staff confidence increasing staff are becoming less reliant on one resource (Heinemann Active Maths) Purchase of additional resources to ensure the learning style of all children is supported.  The increase in performance is evidence of the quality of learning provision.  There has been a programme of secondary mathematics staff working with the Primary 7 pupils and staff This has proved to be beneficial for both primary and secondary staff. This has also encouraged quality dialogue between sectors and has encouraged all staff to reflect on their practice.  This requires to be developed further to include shadowing for staff in the secondary setting.  Staff have had time to discuss progress with colleagues within stage meetings and within the collegiate plan. There has also been opportunity to discuss attainment in depth as part of the learning conversation/Focus Meetings with SMT as part of the evaluation process.  To provide baseline data to measure future improvements in performance all children participated in the GL Assessment Mathematics progress tests.  This will be further developed through effective professional dialogue. | To work with the Professional Learning Academy on the First Level Framework as a whole staff. To build on the improvements in performance.  To continue to implement the Early Level Framework across the Early Years and Primary 1  For all staff to participate in Number Talks Training |

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| **Strategic Priority:**  To enhance parental engagement in the learning of children and young people. | | |
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| **Objectives** | **Evaluation**  **(What went well? What didn’t? What will you change?)** | **Next Steps** |
| Review curriculum and learning approaches in line with the Right Respecting Schools Recognition of Commitment recommendations  Maximise parental contact and engagement through a variety of methods.  Increase parental engagement in Mathematics and Numeracy across the curriculum. | Teachers have been involved in awareness raising activities in relation to Rights Respecting Schools. They were not able to participate in formal Training. This has been scheduled for September 2016.  Elderbank received the formal Recognition of Commitment. This was gained after awareness raising and all children participating in an assembly and workshops. The Pupil Council was established and has played a key role in raising awareness across the school community. This has also increased the Pupil Voice.  Teachers have begun to embed the basic principles of Right Respecting Schools recommendations across the school. Due to time and staffing changes this was started later than intended and requires to be continued in the session 2016-2017.  There have been no Parental Involvement in Rights Respecting Schools Workshops. This is a priority for the session 2016-2017.  The Family Club ran for 6 weeks after school and was very successful with 20 families engaging in family learning activities. This involved community partners and will be offered again in 2016-2017.  There has been varying success in effectively involving parents and carers in the life and work of the school. Parent curricular workshops were poorly attended at the Primary 1 stage. The feedback the previous year had been that parents wished an informal approach. This was set up as a cake and coffee event with informal discussion but only 8 out of 57 parents attended. There have been no formal target setting meetings with parents. This is a key priority for the session 2016-2017. Due to the limited success of the P1 parent Workshops the curriculum parents’ evenings for Numeracy was held in the interval of a Prize Bingo evening. The evening was very popular and the feedback was very positive. The length of time for the workshop was too short. The feedback from parents was that they would like something similar and staff are keen to try this again. The Greenwood Cluster Showcase was Expressive Arts. This was not well attended despite Greenwood Staff offering to provide a tour of the secondary school. Parent’s feedback was that they would have preferred a performance and this will require to be considered, but due to the inequality in the event in May 2015, there were no performances this session. Questionnaires were issued to evaluate parental perceptions of the life and work of the school. The results were encouraging and gave a clear focus for improvement. This included regularly updating the website and emailing information. .  There have been meetings with parents at the Parent Council to identify the area of curriculum to be developed.  Consulting with parents to involve them in their child’s learning and life of the school has had limited success. Parents are generally happy with the work of the school, but when asked to participate in development work or school events out with the Parent Council there is a lack of support and engagement. | RRS Formal Training for all teaching staff in September 2016.  To involve all classes in creating individual class charters.  To involve parents in Parental Workshops  To offer a Family Club after school.  To continue to engage parents in the life and work of the school using a variety of methods.  To engage with the Professional Learning Academy to develop the numeracy framework and engage parents and carers in the work.  To expand the opportunities for Parents to join the learning in the Early Years  To establish a Parents Group in the early Years |
| **Strategic Priority:**   *To embed and enhance the principles of GIRFEC within the school.* | | |
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| **Objectives** | **Evaluation**  **(What went well? What didn’t? What will you change?)** | **Next Steps** |
| The Child’s Plan will be embedded into current practice.  Current Additional Support for Learning procedures will be evaluated and enhanced. | ***Staff training to equip staff with the necessary skills to write a quality child’s plan.***  Staff training took place which developed the skills of staff in being able to write a quality Child’s Plan. The strategic roll out of this programme from the co-ordinator caused some confusion as the second wave of training varied in content. There were further issues with the Seemis Platform, but to address this the DHTs worked with staff to formulate a word document which was used as a quality template and could be accessed by all staff.  ***Discussions with partner agencies to inform quality and appropriate content.***  There were discussions with partner agencies to formulate the plans. When reviewing the plans as part of focus meetings with staff, it was acknowledged that staff felt the level of detail within the plan did not match that required for educational targets. Therefore, staff agreed that an Individual learning Plan was required. This format had been developed in 2014 at Elderbank and gives robust planning which is linked to weekly plans. It was also agreed through focus meetings that staff required to make consistent links in a simple format in their planning to show where they are planning to address learning targets for individuals.  ***Class teachers to be familiar with an individual child’s plan and be able to review and update appropriately to ensure young people progress and are supported in their learning.***  Class teachers were familiar with Child’s Plans and are able to update them. Class teachers, where required have been supported by the ASN Co-ordinators.  ***Class teachers will ensure that learning needs are appropriately identified, reviewed and evaluated.***  All plans have been reviewed, evaluated and updated regularly and shared with parents and carers. Children have achieved 82% of long term targets and 85% of short term targets.  ***Staff are able to promptly identify and address additional support needs of learners and ensure appropriate differentiation of materials and approaches.***  Through classroom observation and focus meetings with class teachers there is a variety in quality and ability of staff to promptly identify and address additional support needs of learners and ensure appropriate differentiation of materials and approaches. This requires further development and a focused approach.  ***Involving parents actively in reviewing learning.***  Parents are actively involved in reviewing learning and are active participants in review meetings where their views are sought and respected along with partner agencies.  ***Provide staff training for teachers and support staff for Assisted Technologies with NAC staff.***  Staff were trained in Assistive Technologies. The training was delivered at a time when there was a serious lack of staff cover, which impacted on the staff who could attend. The sessions were rushed due to training staff arriving later than expected due to being held up at other establishments. This has been used with some pupils, but this will require to be further developed.  ***To establish a nurture class within the school by utilising existing staffing***  The Rainbow Room was established in August 2015 by utilising existing staffing. The allocation of places was a rigorous process which followed the Glasgow Model as recommended by NAC. Once this was established, funding was secured through the Attainment Challenge and the job-share situation was amended. Two children have had four terms within the Rainbow Room and have successfully transitioned back into their mainstream class full time. One child accessed the provision for one term, but due to competing challenges with his ASD diagnosis he transitioned back to mainstream. An afternoon group for older pupils was successfully established and will continue in the session 2016-2017. More parental involvement is required. | To participate in Seemis Wellbeing Application Training led by NAC.  To establish a format for IEPs that meets the needs of individuals and provides a consistent approach across all provisions at Elderbank.  To further develop the approaches to identify and support individual children to improve outcomes for all.  To continue to involve parents/carers in reviewing progress of learners.  To establish a nurturing schools approach across the school and Early Years in addition to a focused Nurture Group.  To utilise the training the SEYP has undertaken in Nurture to develop in the Early Years |

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| **Strategic Priority**  To implement a phased approach to the 1+2 agenda. | | |
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| **Objectives** | **Evaluation**  **(What went well? What didn’t? What will you change?)** | **Next Steps** |
| Review curriculum and learning approaches.    Implement a progressive, cohesive  programme of work with cluster agreed approaches.  Career Long Professional Learning for staff. | An audit was undertaken to review both staff and pupil skills. This information was used to agree on the delivery of French across the school. It was decided that French would be delivered by staff who were more confident and the class teachers would observe and engage in CLPL.  The Principal Teacher led the group which evaluated the resources and took responsibility for leading the working group.  Staff were trained and engaged in training delivered by the 1+2 Trainers from NAC.  Working Group formed and led staff development sessions for staff and provided signposted information to allow all staff to access relevant resources.  The children are more confident in using French and will engage in basic conversation with their peers and staff around the school.  Group also created a framework for BSL which followed a similar outline to French.  BSL training at level 1 was offered to staff and 14 staff successfully undertook and completed the course receiving an SVQ in BSL Level 1. This training will be offered again in the session 2016-2017.  Animation Project was completed with Primary 3 and Primary 6 in conjunction with 1+2 Team. This was very successful and increased the pupil confidence. All pupils were provided with a copy of the project to share with parents/carers at home. | For class teachers to deliver the French to their class, building upon the CLPL activities which have been offered.  To encourage EYPs to introduce basic French words and phrases in context  For teachers of the Deaf and Deaf support Worker to lead staff development in BSL. Staff to deliver BSL Year 1 programme in the school.  For Deaf Support Worker to work with learners in Early Years. |

**Directorate Priorities**

**Education and Youth Employment Directorate**

**5 Key Priorities 2015-2018**

1. We are reducing inequalities and delivering improved outcomes for children and young people
2. High quality learning and teaching is taking place in all our schools
3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams
4. Levels of attainment and achievement are improving for all learners
5. High numbers of our young people are entering positive and sustainable post-school destinations

1.1 Continue to develop nurturing approaches to promote inclusion across all education establishments.

1.2 Through new legislative initiatives and effective assessment and planning, continue to provide targeted support for vulnerable children and families.

1.3 Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child.

1.4 Encourage and support active collaboration and engagement with parents in supporting their child’s learning.

1.5 Through our Accessibility Strategy, ensure that all young people have equality of access to the curriculum.

1.6 Develop approaches across our schools to support the well-being of our children, teachers, parents and carers in partnership with North Ayrshire Health and Social Care Partnership.

2.1 Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.

2.2 Develop our approaches to the curriculum in the BGE to provide a foundation for progression and further specialisation in the Senior Phase.

2.3 Support and strengthen the professional capacity of staff through leadership development.

3.1 Broaden and extend our approach to self-evaluation to ensure a consistency of rigour which will support the ongoing cycle of review and improvement planning in all education establishments.

3.2 Support all education establishments in developing effective approaches in the analysis of data to inform action on improving teaching and learning.

3.3 Further develop reporting of management information to inform policy and practice.

3.4 Maintain a financial management framework which effectively supports the business objectives of Education and Youth Employment.

4.1 Provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.

4.2 Continue to develop the Senior Phase to ensure our young people are given the best opportunity to achieve qualifications and awards at the highest level.

4.3 Provide learners with opportunities to participate in activities which provide a vehicle for wider achievement.

4.4 Develop and implement a strategy to reduce the extent to which inequality and deprivation constrains educational outcomes and life chances.

5.1 Continue to develop partnership links and collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.

5.2 Further develop the curriculum to maximise school leavers’ access to further and higher education and to training experiences and employment.

5.3 Continue to support young people with additional support needs (ASN) to secure a sustainable destination that meets their needs.

**Education and Youth Employment Directorate**

**Associated High Level Actions**

**Three Year Strategic Priority Overview – Elderbank Primary School and Early Years**

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| **Directorate Priorities** | **2015/16** | **Directorate**  **Priorities** | **2016/17** | **Directorate**  **Priorities** | **2017/18** |
| 1.4, 2.1  2.2, 2.3  3.2, 4.1  4.4 | Enrich the quality of learners’ experiences and raise attainment in numeracy. |  |  |  |  |
| 1.4 | Optimise parental engagement in the learning of children and young people. | 4.4  1.4  4.3 | Promote Positive Relationships by cultivating a ‘nurturing schools’ approach to meet the needs of young people |  |  |
| 2.1  2.2 | Implement a phased approach to the 1+2 agenda. | 1.4, 2.1  2.2, 2.3  3.2, 4.1  4.4 | Enrich the quality of learners’ experiences and raise attainment in literacy. |  |  |
|  |  | 1.4  3.2  3.3 | Utilise analysis of data to meet individual needs and inform learning and teaching within and across the school. |  |  |
| 1.2-1.6 | Embed and enhance the principles of GIRFEC within the school. |  |  |  |  |

**Strategic Plan – Elderbank Primary School and Early Years**

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| **Strategic Priorities** | **Enrich the quality of learners’ experiences and attainment in Numeracy and Mathematics** | **Promote Positive Relationships by cultivating a ‘nurturing schools’ approach to meet the needs of young people** | **To embed and enhance the principles of GIRFEC within the school to meet the needs of all learners.** | **Utilise analysis of data to meet individual needs and inform learning and teaching within and across the school.** | **Enrich the quality of learners’ experiences and attainment in Literacy and English.** |
| **High Level Objectives** | Embed the principles and practice underpinning the NAC Early Level Numeracy Progression Framework and implement the NAC First Level Numeracy Progression Framework across the school. | Embed the Nurturing Schools Principles within the identified Nurture Provision and across the whole school which will improve the outcomes for all pupils. | To embed the principles of GIRFEC through effective wellbeing assessment to contribute to a Quality Child’s Plan and Individual Educational Plan.  To ensure pupil voice is a key element of school life which has a positive impact for all learners through development of the Rights Respecting Schools Framework | To develop and promote the use of pupil target setting to enhance the teaching and learning for all pupils.  To develop staff peer observation to enhance the teaching and learning for staff and pupils by looking inwards, outwards and forwards. | Evaluate, adopt and implement key strategic responses to develop a literacy rich school and increase the attainment of reading and writing across the Early Years and Primary stages |

**Improvement Plan – Elderbank Primary school and Early Years**

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| **Strategic Priority: Enrich the quality of learners’ experiences and attainment in Literacy and English.** | | | | |
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| **High Level Objectives** | **HGIOS** | **How will I achieve this?** | **Pupil Outcomes** | **Measurement** |
| Evaluate, adopt and implement key strategic responses to develop a literacy rich school and increase the attainment of reading across the Early Years and Primary stages. | 1.1  1.2  1.3  2.2  2.3  2.6  3.2 | All teachers, EY practitioners and SMT will participate in Reading training with the Professional Learning Academy. There will be further intensive training and intervention for P4 and 5 teachers and classes. This will include in-class support and working on a Professional Learning Network led by the PLA. Our focus will be:   * Evaluating and enhancing a literacy rich environment across the school. * Developing a clear rationale for the teaching of reading across the school and consistency of approach. * Building on the NAC Talking and Listening Consistency Guide by transferring and extending skills to enhance reading. * Determining progression in skills for effective reading. * Meeting the needs of all children through differentiation. * Focusing on significant aspects of learning to assess children’s progress – planning for assessment will be key and we will evaluate and enhance current processes.   **School Leadership**  The PLA will devise a self-evaluation format for teachers as well as a focus group discussion format for Head Teachers and SMT to use with children. These will be linked to HGIOS 4, the NIF and the 7 principles of CfE with higher order questioning permeating throughout.  Between PLA training sessions, staff - as a team - will engage regularly in professional dialogue focusing on impact and sharing what works.  **School Improvement**  All staff will be involved in evaluating the impact of improvements. Staff will bring evidence of change/improvement to follow-up sessions to engage in professional evaluation of impact.  P4-5 staff will work with the PLA on a measurement intervention plan to evidence impact within their classes. | There will be an enriched literacy environment evident across the school and playroom.  There will a clear rationale for the school’s approach to reading including whole school and class expectations which will result in consistency of practice for pupils. Pupils will report an increase in confidence in their reading skills (using reading and listening and talking strategies to understand, analyse and evaluate texts.)  Almost all pupils will use the language of learning to articulate the skills they are using, their relevance and application to other contexts, and personal strengths and next steps in reading. They will make links and use reading skills across other areas of the curriculum.  Teachers will articulate an increase in confidence in the teaching of reading and subsequent impact on pupils.  Pupils will experience breadth, depth & challenge in lessons with enhanced opportunities for application.  Teachers will agree a consistent approach to assessment and evidence gathering. As a result, less time will be spent on bureaucracy and additional time to providing a skill focused, literacy rich curriculum.  *Almost* *all* staff will articulate how well the improvements have impacted  on pupils’ learning and the factors which have contributed to this.  *What works? What doesn’t? Why?*  *Most or almost all* pupils will attain appropriate levels in reading and a few will exceed these.  There will be equity for all by ensuring differentiation and clear identification of pupils’ needs. | 20-30 minute learning walk around the school & Early Years Class with SMT, a teacher representative and Early Years Practitioner. Completion of proforma prior to and following any changes being made. (PLA will devise proforma.)  Pupil Council or sample group of pupils to complete a reading walk-round and complete a proforma to feedback to HT or SMT.  (PLA will devise a child-friendly proforma.)  Discussion will take place re. rationale and impact during Senior Manager Visits.  A sample group of P4 and 5 pupils will reveal an increase in confidence in approaching reading, measured prior to and following intervention.  Video evidence prior, during and following interventions in P4 and/or P5 classes will demonstrate this.  Focus group results from sample of children across all stages.  The PLA will lead a focus group of P4 & P5 teachers across 10 primary schools and feedback to HT & SMT. Semi-structured interviews  Evaluation of impact of improvements will show:   * Teachers feeling more empowered to provide a literacy rich curriculum, with agreed minimal yet effective recording for a clear purpose. * Increased confidence of staff in meeting needs through implementation of strategies to raise attainment   North Ayrshire Progress Tracker the school’s tracking system and evidence to support judgements will evidence improvement.  HT’s will demonstrate analysis of pupil progress including improvement against previous performance. |

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| **Strategic Priority: Enrich the quality of learners’ experiences and attainment in Numeracy and Mathematics** | | | | |
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| Embed the principles and practice underpinning the NAC Early Level Numeracy Progression Framework and implement the NAC First Level Numeracy Progression Framework across the school. | 1.1  1.2  1.3  2.2  2.3  2.6  3.2 | **Teacher Professionalism**  All teachers and SMT will participate in First Level Numeracy Progression Framework Training with the Professional Learning Academy.  This will cover a breadth of professional learning including making use of up-to-date research/data from Scotland and beyond to inform learning and development activities.  **School Leadership**  Staff will engage regularly in professional dialogue to develop collective understanding of the framework and how strategies for raising attainment can be used consistently to meet the needs of our school.  **School Improvement**  All staff will be involved in evaluating the impact of improvements including e.g. working across stages. Early Years to P1, P1 to P2….. P7 to S1.  **Assessment of Children’s Progress**  Teachers and Early Years Practitioners will share standards of learning across stages. They will engage in dialogue and make decisions around the breadth of evidence, including teacher professional judgement, on the progress of a child.  In order to minimise bureaucracy and increase impact, we will agree a rationale for the collation of evidence.  The PLA will provide diagnostic assessments at Early and 1st level to assist analysis of pupil progress.    **Performance Information**  Tracking meetings will be held 3 times per year with a clear focus on improving standards for all pupils.  A teacher will be trained on ‘Nurturing Number Sense’. They will complete a targeted intervention within their class and cascade learning across the school.  **Parental Engagement**  Newsletters will have a ‘Numeracy’ section to provide parents with ideas for supporting their child’s Numeracy at home. We will hold Numeracy workshops at Primary1 and 4 to provide parents with practical, fun approaches which demonstrate some new methods. | Evidence of clear and measureable impact of professional learning on outcomes for learners will include enriched numeracy experiences across the curriculum and increased quantity and quality of numeracy experiences across the playroom.  Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident.  Pupils’ needs will be better met through use of various strategies for raising attainment. Consistent practice across the school will assist pupils to make greater progress.  *Most/almost* *all* staff will articulate how well the improvements have impacted  pupils’ learning and the factors which have contributed to this.  *What works? What doesn’t? Why?*  Confident teacher judgements together with benchmarking and an appropriate range of assessments will lead to improvements in attainment. The school’s data will demonstrate our learners are making very good progress.  Almost all children in P2-4 will acquire a solid foundation in number sense relative to their stage.  *Most* pupils will attain appropriate levels and a few will exceed these.  There will be equity for all by ensuring differentiation and clear identification of pupils’ needs.  Pupils will be able to articulate their progress (related to listening and talking focus). Learners will regularly engage in challenging dialogue with others about their learning and progress and use this to set themselves clear targets.  Teachers will have an increased depth of knowledge about individual pupil performance. Teachers will have well-developed skills of data analysis which are focused on improvement thus pupils’ needs will be better met.  Universal and targeted approaches in numeracy will have a positive impact on children’s progression within their learning.  A sample of staff will participate in a Numeracy Professional Learning Group to share key findings of action research across the authority.  Parents will be able to better support pupil progress in Numeracy.  Next steps in self-evaluation of Numeracy will consider parents’ views. | Classroom & playroom observation overview by HT and peer observations.  Planning will show increased opportunities for depth and application of learning  Evaluation of impact of improvements will show:   * Increased confidence of staff in meeting needs through implementation of strategies to raise attainment * Enhanced progression across the Early Years and primary classes.   North Ayrshire Progress Tracker the school’s tracking system and evidence to support judgements will evidence improvement.  Range of pupil evidence showing depth and application of practice including video evidence of sample pupils in select classes prior to, during and following an intervention.  Diagnostic assessments at Early Level and 1st Level will reveal key aspects for focus. The focus areas will be measured following intervention.  Pupil focus group with SMT will reveal that pupils, of different abilities, will be able to discuss their learning and progress including next steps, across all stages of the school.  Regular tracking dialogue with SMT with key action points. Action will be regularly revisited (paperwork as a working document) throughout the year to evidence pupil improvement.  HT’s will demonstrate analysis of pupil progress including improvement against previous performance.  Measurement processes to evidence impact will be agreed with teachers. NAC Raising Attainment or PDSA format, and associated evidence, will reveal impact of targeted interventions on pupil progress.  Engagement, involvement and satisfaction based on questionnaires for a sample group of parents. |

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| ***Strategic Priority:*  To embed and enhance the principles of GIRFEC within the school to meet the needs of all learners.** | | | | |
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| ***High Level Objectives*** | ***HGIOS*** | ***How will I achieve this?*** | ***Pupil Outcomes*** | ***Measurement*** |
| To embed the principles of GIRFEC through effective wellbeing assessment to contribute to a Quality Child’s Plan and Individual Educational Plan  To ensure pupil voice is a key element of school life which has a positive impact for all learners through development of the Rights Respecting Schools Framework | 2.1  2.3  2.4  2.6  2.7  3.1  3.2  1.5  1.2  1.3 | **Teacher Professionalism**  All teachers, SMT and Early Years Practitioners will participate in GIRFEC training to ensure everyone has an understanding of the key principles and their responsibilities in contributing to assessing all wellbeing indicators for learners.  This will include Child’s Plan Seemis training for SMT and clerical support.  All teachers, EYPs and Classroom Assistants will be involved in training to increase their awareness of the requirements of a Quality Individual Educational Plan for children who meet the criteria for Stage 2, 3 or 4 within the Staged Intervention Scale.  **School Leadership**  All staff across the school and Early Years, which includes the Hearing Impairment Base and Supported Learning will engage in regular quality dialogue to develop an understanding of the requirements of quality assessment and identification of needs of all learners. This will contribute to the formulation of quality plans.  **School Improvement**  All staff will be involved in evaluating the impact of the planned improvements and individualised plan for learners.  **Assessment of Children’s Progress**  Teachers, Early Years Practitioners and Classroom Assistants will share standards of learning across stages and contribute to the assessment of learning for individual pupils.  This will include formal assessment where appropriate to establish a baseline.  The format for recording will be created and will minimise bureaucracy and increase impact. There will be an agreed format produced.  **Performance Information**  Focus Meetings will continue to be held 3 times per year. As part of the discussion staff will focus on the impact and success of the long and short term targets for individual pupils.  Evaluations of Plans will be completed with a clear focus on progress.  **Parental Engagement**  Parents will be invited to have consultations with key staff to agree targets for their Child’s Plan and Individual Educational Plan. Parents will be invited to attend workshops that are specific to their child’s needs. For example: Autism Workshop  **Teacher Professionalism**  All teachers, EYPs and SMT will participate in RRS training on the 6th September 2016 which will provide information and training on the programme as the School works towards attaining Level 1 Status.  **School Leadership**  Staff will engage in professional dialogue regularly.  A collective understanding will be developed of what is expected and how Pupil Voice can be encouraged, supported and developed.  **School Improvement**  A working Party will lead the development of the RRS Level 1 programme  All staff will be involved in evaluation of the improvements of the RRS Programme across the school and EY.  **Assessment of Children’s Progress**  Teachers and EYPs will record in a child friendly manner the opportunities for Pupil Voice and the success of these opportunities, with a particular focus on impact for learners.  **Performance Information**  Staff will actively contribute to the RRS Level 1 Submission and this will be discussed with all staff at the Focus Meetings.  **Parental Engagement**  Pupils will play an active part in any parental engagement activities. RRS activities and developments will be shared on the school website. Updates will be included | Evidence of clear and measurable impact of professional learning on the outcomes for learners which will include carefully matched experiences and targets for individuals to meet their needs.  Pupils will have a clear understanding of the supports that are in place for them and how their experiences will progress.  Pupils will have a clear understanding of the support network and responsibility of staff.  Pupil needs will be better met through the use of effective differentiation and activities that are clearly matched to their needs which includes both attainment and achievement. Consistent quality practice across the school and early years will assist all pupils to make greater progress.  Almost all staff will be able to discuss pupil learning and the factors that have contributed to their success or any challenges as to why they have not met the targets set.  Teachers will be confident in their professional judgement of progress.  This will be used alongside appropriate formal assessment and benchmarking materials.  Pupils will be able to articulate their progress and identify the key aspects of their learning by participating in dialogue with SMT and key staff members using an appropriate format.  Within the Supported Learning, this will be modified to ensure children are able to engage in the dialogue and use of sign language and an interpreter for children accessing the Hearing Impairment Provision.  Teachers will have an increased knowledge of appropriate differentiation and individual pupil performance.  There will be a positive impact on learner’s progress through a targeted approach with specific targets established from a comprehensive wellbeing assessment.  Parents will be able to support learners as they will be fully involved in setting the targets and reviewing them and they will have been invited to attend relevant workshops.  Pupils will be confident when talking about RRS as they will be participating in quality activities following the staff training.  Pupils will have opportunities to engage in activities will encourage and support the Pupil Voice. This will be developed through the Pupil Council and RRS activities.  Pupils will have opportunities for leadership roles across stages and across the school. Class teachers will be encouraged to engage in leadership roles by leading and developing the RRS Working Group  Consistent approach and opportunities for all learners. Pupils will be more confident about their rights and responsibilities and will have the opportunity to be a key contribute in school improvements  Staff will plan high quality activities to develop key skills for all pupils. Pupils will have a secure understanding of their rights and responsibilities and will demonstrate an understanding of how to transfer these skills.  Parents will be able to support pupils as they will be more aware of children’s rights and responsibilities, but through information sessions they will be more aware of their responsibilities. Pupils will be more confident to give quality feedback to parents and feel secure enough to recognise where they require support or assistance from the people who care for them. | Classroom & playroom observation overview by HT and peer observations.  Review of Child’s Plan to audit quality.  Review and audit of Individual Educational Plans to ensure quality and focus on improvements for learners.  Evaluation of Impact will show:   * Increased confidence of staff to accurately assess the needs of learners * Enhanced progression in learning for individual pupils receiving targeted support.   Adapted Progress Tracker and the school’s system for evaluating plans will support teacher judgement and baseline data.  Formative and summative assessment data will show progress in meeting short and long term targets.  Pupil discussions with SMT or key staff will reveal that pupils of varying abilities are able to discuss their learning.  The dialogue at focus meetings will have key action points. These action points will be revisited throughout the years with pupil improvement recorded within individual plans.  HT will demonstrate analysis of individual pupil progress through attainment of specific targets which will include improvement against achieved targets previously.  Engagement, involvement and satisfaction will be based on questionnaires for parents and carers and the recording of parental views as part of the ASN Review Process.  Classroom, playroom and whole school observations by HT, SMT and peer observations.  Evidence of RRS activities and principles in classes and throughout the school.  Staff PRD will demonstrate leadership skills and activities.  Pupil Focus Group Minutes will illustrate the impact for learners across the school.  Individual Pupil records of achievement or Blogs in Primary 5-7 will illustrate key opportunities and successes.  Submission of RRS Level 1 Accreditation  Analysis of data which records Pupil Participation and the impact for learners and the School.  Achievement of RRS level 1.  Analysis of levels of parental engagement.  Questionnaire responses |

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| ***Strategic Priority:*  Utilise analysis of data to meet individual needs of staff and pupils and inform learning and teaching within and across the school.** | | | | |
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| ***High Level Objectives*** | ***HGIOS*** | ***How will I achieve this?*** | ***Pupil Outcomes*** | ***Measurement*** |
| *To develop and promote the use of pupil target setting to enhance the teaching and learning for all pupils.*  *To develop staff peer observation to enhance the teaching and learning for staff and pupils by looking inwards, outwards and forwards.* | 1.1  1.2  1.3  2.3  2.4  2.5  3.1  3.2 | **Teacher Professionalism**  All Staff across the school and EY will participate in collegiate activities to explore the benefits of quality target setting for pupils and building on prior training in AiFL strategies.  All Teachers and EYPs will be involved in collegiate activities to develop skills in quality peer observation of staff.  **School Leadership**  All teachers and EYPs will engage in professional dialogue following on from Working Party activities, to devise target setting formats for pupils that will be shared with pupils before being adapted and used across the establishment.  A Working Party will be established to agree a programme along with a recording format and focus for peer observation that will look at quality observations that lead to improvements that are built on the model of looking inwards, outwards and forwards  **School Improvement**  All staff will be involved in professional dialogue to evaluate the impact of improvements in terms of pupil target setting and professional peer observation.  This will focus clearly on the impact of improvements  **Assessment of Children’s Progress**  Teachers and Early Years Practitioners will share standards of learning across stages. They will engage in dialogue and make decisions around the breadth of evidence, including teacher professional judgement, on the progress of a child with a particular focus on the changes in practice resulting from peer observation.  In relation to Target Setting staff will engage in professional dialogue which evaluates progress of pupils, pupil motivation and pupil understanding of their next steps in learning.  In order to minimise bureaucracy and increase impact, we will agree a rationale for the collation of evidence.  **Performance Information**  Focus Meetings will continue to be held 3 times per year. As part of the discussion staff will focus on the impact and success of the target setting for pupils. This will include discussion of tracking data and in detail of specific groups as identified through the interrogation of data from the Primary progress Tracker. This includes pupils who are recorded as requiring Staged Intervention or living within SIMD 1 or 2 or are LAAC.  Professional Dialogue at Focus meetings will also interrogate data to examine improvements in performance leading from improvements in practice  Evaluations of observations will be completed with a clear focus on progress.  **Parental Engagement**  Workshops for Parents to establish target setting principles and benefits for pupils and to encourage parents/carers to be actively involved in the process. | There will a clear rationale for the school’s approach to target setting and staff peer observation including whole school and class expectations which will result in consistency of practice for pupils. Pupils will report an increase in confidence in identifying next steps in their learning and evaluating their progress.  Teachers and EYPs will agree a consistent approach to target setting and evidence gathering. As a result, less time will be spent on bureaucracy and additional time to providing quality dialogue with pupils to support improvements in attainment.  Almost allstaff will articulate how well the improvements have impacted on pupils’ learning and the factors which have contributed to this.  *What works? What doesn’t? Why?*  There will be equity for all by ensuring differentiation and clear identification of pupils’ needs.  There will be an increase in attainment compared to previous levels of performance.  Pupils will be actively involved in identifying their progress.  Almost all staff will be able to demonstrate impact from peer observation which when employed will improve the experience for pupils.  Pupils will be able to use an informative document to record their achievements and identify their next steps in learning.  Pupils will have increased confidence in identifying their successes and next steps in learning and will be able to discuss this with peers, parents/carers and staff.  Pupil attainment will increase due to increased pupil confidence and an increase in the quality of teaching and learning based on the improvement cycle formulated through staff peer observation.  Pupils will have increased confidence in engaging with school tasks due to increased parental engagement. | School, classroom and playroom observations by SMT.  Pupil focus meetings to discuss target setting  Review of Targets to audit quality.  Review and audit of Individual staff observations to ensure quality and focus on improvements for learners.  Record of Focus Meetings which will identify improvements in performance through target setting and professional learning in terms of peer observation.  Teacher professional judgement recorded in Primary Progress Tracker which records improvement in attainment from 2015-2016.  SMT and Pupil Learning Walk to observe teaching and learning  Record of analysis pf pupil performance, professional judgement and interrogation of focus group results which demonstrates improvement in performance.  Increase in the number of parents attending meetings to discuss pupil progress.  Records of parental involvement in acknowledging targets and next steps in learning. |

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| **Strategic Priority: Promote Positive Relationships by cultivating a ‘nurturing schools’ approach to meet the needs of young people** | | | | |
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| **High Level Objectives** | **HGIOS** | **How will I achieve this?** | **Pupil Outcomes** | **Measurement** |
| Embed the Nurturing Schools Principles within the identified Nurture Provision and across the whole school which will improve the outcomes for all pupils. | 1.2  1.3  1.5  2.3  2.4  2.7  3.1  3.2 | **Teacher Professionalism**  All teachers, EYPs, SMT and Support Staff will participate in Nurturing schools Training delivered by trained staff.  This will cover the underpinning principles and the need for consistency.  **School Leadership**  Staff will engage regularly in professional dialogue to development understanding of the nurture principles and how this can rise attainment and achievement across the school.  **School Improvement**  All staff will be involved in evaluating the impacts of school improvements for individuals in classes, whole class groups and individuals accessing specific Nurture Groups within the Rainbow Room. All staff will develop a consistent approach to a positive check in for pupils throughout the school.  Support Staff will develop and support Positive Play at break times in conjunction with the Pupil Council and SMT.  **Assessment of Children’s Progress**  All staff will be involved in monitoring the progress of individuals with a particular focus on emotional health and wellbeing and ability to engage with the curriculum.  **Performance Information**  Focus meetings between staff and SMT will continue to be held three times per academic year with a clear focus on improving standards. Discussion will focus on impacts on HWN for groups and individuals and will be cross referenced with SIMD data to ensure there is equity.  **Parental Engagement**  Newsletters will feature an update on Nurture Provision and general examples of positive impact, ensuring anonymity where required.  Parents Programme will be in place from September 2016 to increase parental capacity to nurture learners out with school. | Evidence of clear and measureable impact of professional learning on outcomes for learners which will include quality experiences where the needs of all children are met.  Evidence of enhanced relationships across the school and early years.  Improved positive relationships in classes.  Evidence of a consistent approach from EY – Primary 7  Pupil Council will develop leadership skills in developing the positive play strategy.  Reduced anxiety for all pupils entering classes during teaching sessions (late/return from focused input)  Pupils will be included in purposeful positive play at break times. This will improve relationships between peers.    Almost all staff will be able to articulate how the nurturing approach has impacted on pupils. Pupils will be able to articulate their progress in relation to emotional wellbeing and motivation to learn  Teachers will have an increased understanding off attachment and how to identify the next steps for individuals groups or classes.  Universal approach in every class and across the whole establishment in addition to targeted support through the Rainbow Room will have a positive impact on children’s progress with their learning. | Classroom, Playroom and Playground observations by HT, SMT and peer observations.  Classroom Organisation will demonstrate learning and planning which will meet the needs of learners in relation to encouraging nurture.  Use of Boxall profiles and analysis of all relevant data will demonstrate an increased understanding by staff and will provide an enhanced experience across the EY and school.  Questionnaires will record the quality of experience for pupils and parents/carers.  Focus will be om behaviour and learning.  HT will demonstrate analysis of pupil progress which includes improvement against previous results.  Boxall profile comparisons for pupils accessing the Nurture Groups will show development in skills and abilities.  Questionnaires from a sample of parents/carers to show satisfaction with the provisions and parental engagement with activities and groups on offer. |