

Improvement Plan

Part One: Strategic Overview

Session 2014/2015

School/Nursery:

Eastfield Primary School and Nursery Class

**Date Submitted to the
Authority:**

29th May 2014

Aspirational Vision & Values

(Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership)

Eastfield Primary School and Nursery Class aims to provide an environment where each of our children can feel happy, secure, valued, receive the best possible learning experience and their parents the highest quality service. We also aim to encourage our children to have the confidence to express their views and opinions, to raise their self esteem and promote independence.

We aim to work in partnership with parents, carers and where appropriate, other agencies, to promote positive outcomes in a caring and sensitive manner and to ensure that everyone is treated equally and fairly. We will do this by providing a balanced range of learning experiences and challenges across the curriculum that are appropriate to the developmental needs and interests of our children.

We will assess progress on an ongoing basis and use the information gained to plan next steps in order that each child reaches their full potential. We will also strive for genuine partnership with parents and carers where their role in their child's development is valued

Rationale

In arriving at our improvement priorities, we took account of the National Concordat, North Lanarkshire LLS Service Plan, the audit of last year's improvement plan and engagement with staff, parents/carers and learners. We also took account of Curriculum for Excellence, legislative responsibilities in respect of parental involvement, health promotion and equalities.

Over this session we will take forward each of these aspects in the following ways:

Curriculum for Excellence

- To devise and implement changes in planning to take account of the principles of CfE.
- Continue to improve the quality and flexibility of teaching and learning to take account of the needs of all learners with a specific focus on literacy & numeracy.
- Continue to improve pupil motivation by offering personalisation and choice in their learning.
- To develop high quality feedback opportunities to enable pupils to progress in their learning.
- To provide opportunities for staff to engage in moderation i.e. agree consistent standards, track progress and use the information to plan future learning.
- Opportunities for staff to reflect on classroom practice and improve the successes and achievements of learners.
- To take account of local and national assessment opportunities e.g. National Assessment Resource (NAR).
- To further develop effective and manageable arrangements for tracking and reporting on learners' progress.
- Continue to develop effective transition arrangements for pupils transferring from nursery to primary and establish an agreed calendar of events for transition.

Health Promotion

- Continue to seek opportunities to promote Health and Wellbeing through the curriculum and the pupil Sports and Wellbeing Committee.

Promotion of Equalities (Educational establishments have a duty to actively promote equality of opportunity, and to be able to demonstrate how they are fulfilling this duty each year.)

- Continue to improve the management of children with additional support needs and effective partnership working with relevant agencies to support pupils.
- Implementation of a clear and well-supported framework for career-long professional learning (CLPL) for all staff centred on the use of mentoring and coaching processes.
- Continued use of CPD manager as a means of evidencing CLPL as part of the GTCS professional update process.

Parental Involvement

- Continue to establish opportunities for positive partnership working with parents/carers.
- Inclusion of parents/carers in the decision making progress through the context of the School Parent Council, Nursery Parent Group and School & Nursery Parent Forums.
- Continue to establish opportunities for parents/carers to be informed of, and engage in, the work of the school and nursery through curricular workshops/events, newsletters, website school/class blogs and other communication channels.

Pupil Involvement

- Provision of opportunities for pupils to celebrate their wider achievements.
- Continue to establish opportunities for pupils to have an increased ownership of aspects of the school website and school/class blogs.
- Continue to provide opportunities for pupil voice through a variety of Pupil Councils and Committees aimed at informing and contributing to school improvement.
- Provide opportunities for pupils to share learning across the school and with parents/carers through class assemblies and curricular open day events.
- Continue to improve pupil motivation by offering personalisation and choice in their learning.
- To develop high quality feedback opportunities to enable pupils to progress in their learning.

Staff Involvement

- Reinforcement of a culture where staff feel able and confident to take lead roles in a variety of contexts and nurture and develop their expertise and confidence.
- As a result of self-evaluation, all staff will play a role in leading and directing change by clear action plans, collaborative working, implementation and review.
- Shared leadership in development groups/ working parties.
- Provision of opportunities for staff to engage with experiences and outcomes and demonstrate this in classroom practice.

Improvement Priorities: Expressed as outcomes for learners (A maximum of five. These may span up to three years. If appropriate, please indicate year 1, 2 or 3)

Improvement Priority 1:

Year 1

Through the introduction and use of NLC's Active Literacy Programme throughout the whole school, pupils will engage with high quality teaching and learning experiences. This will ensure that all children are appropriately challenged and supported in their learning, thus reaching their full potential in literacy.

Improvement Priority 2:

Year 1

Through the introduction and use of NLC's Numeracy and Maths Pathways, and the development of teachers' knowledge and understanding of teaching maths inline with CfE experiences and outcomes, pupils will engage with high quality teaching and learning experiences. This will ensure that all children are appropriately challenged and supported in their learning, thus reaching their full potential.

Improvement Priority 3:

Year 1

In line with GIRFEC, develop clear and consistent Additional Support for Learning planning, monitoring, tracking and reporting procedures throughout the school and nursery that reflect North Lanarkshire's Policy into Practice 2.

Improvement Priority 4:

Improvement Priority 5:

Longer term improvement priorities over three years – can be indicative only:

- 1) Continue to develop a consistent approach to planning inline with CfE principles across all aspects of the curriculum in addition to the 2014-2015 focus areas of literacy and numeracy.
- 2) Review Assessment is for Learning principles and practice and develop the use of formative and summative assessment approaches throughout the school.
- 3) Through an improved understanding and effective implementation of CfE, staff will engage more effectively in moderation. As a result teachers will develop a shared understanding of CfE standards, which will inform reporting on pupil progression, attainment and achievement.
- 4) Review opportunities for pupils to engage in effective profiling processes.

<p>Improvement Priority 1: (Expressed as an outcome for learners)</p> <p>Through the introduction and use of NLC's Active Literacy Programme throughout the whole school, pupils will engage with high quality teaching and learning experiences. This will ensure that all children are appropriately challenged and supported in their learning, thus reaching their full potential in literacy.</p>	<p>Link to LLS Service Priorities (1-14):</p> <p>Select from drop down 2. Implement a Curriculum for Excellence</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <p>Stage 1- Staff Training to improve learning and teaching. Through engagement with NLC's Active Literacy Base, all staff will receive overview training in NLC's Active Literacy Programme from P1-7. As a result they will develop their awareness of the programme and identify progression within and across CfE literacy levels.</p> <p>Through engagement with NLC's Active Literacy Base, all staff will receive bespoke training in NLC's Active Literacy Programme relevant to the stage that they teach. As a result they will develop their knowledge, understanding and skills of the NLC Active Literacy programme and deliver high quality experiences to the children within their class.</p> <p>As a result of the implementation of the NLC Active Literacy programme, staff will increase their knowledge and understanding of the aims and principles of Curriculum for Excellence and apply this to their practice.</p> <p>Staff throughout the school will begin to use a shared format for planning and develop a consistent approach to the delivery of learning, teaching and assessment in literacy throughout the school.</p> <p>New approaches to whole school planning will include reference to literacy and english CfE experience and outcomes, learning intentions and success criteria. Staff will also begin to evidence their approaches to assessment within their planning documentation.</p> <p>Staff will plan and deliver learning experiences that will support pupils to explore the depth of their understanding, their range of knowledge and their ability to apply their learning in literacy and english within a variety of challenging contexts.</p> <p>Staff will engage in regular evaluation of practise and evidence these reflections within planning documentation.</p> <p>Planning documentation will evidence differentiated approaches to learning, teaching</p>	<p>Person(s) Responsible: Head Teacher/ Depute Head Teachers/ Principal Teachers All Staff (Teaching & Support Team)</p> <p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Stage 1- Impact on staff and pupils in literacy Staff knowledge and understanding of the aims and principles of Curriculum for Excellence is evident through dialogue, planning and teaching and as a result improves the quality of learning experiences for pupils.(D/O/V)</p> <p>As reflective learners who engage regular in self-evaluation, staff are more skilled in identifying their own personal strengths and development needs and can effectively model this to pupils.(O/V)</p> <p>Staff can provide support to their peers in identifying skills and talents within the team and seek ways to utilise these strengths to support the school improvement agenda. (O/V)</p> <p>Staff can approach collaborative working opportunities with confidence and as a result plan for more regular and effective co-operative learning within the classroom. (D/O/V)</p> <p>Staff will have a greater responsibility for leadership within the school through distributed leadership opportunities. (D)</p> <p>The quality of learning, teaching and assessment within the area of literacy will be improved due to staff's enhanced knowledge and understanding of CfE aims and principles.(D/O/V)</p> <p>Planning documentation will be robust, proportionate and sustainable and clearly track pupil achievement and next steps.(D)</p> <p>Planning documentation will evidence differentiated approaches to learning, teaching and assessment and support the tracking of pupils with ASfL needs.(D)</p> <p>Staff can effectively use the NAR (Say (S), Write (W), Make (M) and Do (D)) approach to assessment to gather rich and varied assessment evidence. (D/O)</p>

and assessment and support the tracking of pupils with ASfL needs.

Using the NAR (Say (S), Write (W), Make (M) and Do (D)) approach to assessment, staff will increase their knowledge of assessment and use this to support reporting on pupil progress, attainment and achievement.

Through engagement with NAR, staff will evaluate their current use of formative and summative assessment approaches and identify opportunities for further personal development.

Whilst engaging with NAR and moderation activities, staff will explore progression within CfE levels and begin to engage in professional dialogue about standards within CfE levels.

Parent/carers literacy workshops will be held to raise awareness of NLC's Active Literacy Programme and help parents/ cares support the development of literacy at home.

Staff can evaluate their use of formative and summative assessment approaches and share good practice with colleagues. (D/O/V)

Staff can engage in collaborative planning with their stage partners and as a result deliver a consistent learning and teaching experience to learners across stages. (D/O/V)

Staff engagement in moderation activities will increase and staff will engage more effectively in professional dialogue about standards within CfE levels. (O/V)

Staff throughout the school/nursery will effectively use a shared format for planning to develop a consistent approach to tracking progress throughout the school/nursery. (D/O)

Pupil attainment in literacy will increase. (D)

Parent/carers will have an increased knowledge and understanding of the school's approach to teaching literacy and as a result support at home will increase. (D/V)

<p>Improvement Priority 2: (Expressed as an outcome for learners)</p> <p>Through the introduction and use of NLC's Numeracy and Maths Pathways, and the development of teachers' knowledge and understanding of teaching maths inline with CfE experiences and outcomes, pupils will engage with high quality teaching and learning experiences. This will ensure that all children are appropriately challenged and supported in their learning, thus reaching their full potential.</p>	<p>Link to LLS Service Priorities (1-14):</p> <p>Select from drop down 2. Implement a Curriculum for Excellence</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <p>Stage 1- Staff Training to improve learning and teaching. Through engagement with NLC's Maths Pathways, staff will develop their knowledge and understanding of teaching maths inline with CfE experiences and outcomes.</p> <p>Staff will develop their understanding of progression within and across CfE numeracy and mathematics levels.</p> <p>Following engagement with NLC's Numeracy Development Officers and external maths trainers, staff will receive bespoke training in the effective delivery of teaching maths and numeracy relevant to the stage that they teach.</p> <p>Staff throughout the school will begin to use a shared format for planning and develop a consistent approach to the delivery of learning, teaching and assessment in numeracy throughout the school.</p> <p>New approaches to whole school planning will include reference to numeracy and mathematics CfE experience and outcomes, learning intentions and success criteria. Staff will also begin to evidence their approaches to assessment within their planning documentation.</p> <p>Staff will plan and deliver learning experiences that will support pupils to explore the depth of their understanding, their range of knowledge and their ability to apply their learning in numeracy and mathematics within a variety of challenging contexts.</p> <p>Staff will engage in regular evaluation of practise and evidence these reflections within planning documentation.</p> <p>Planning documentation will evidence differentiated approaches to learning, teaching and assessment and support the tracking of pupils with ASfL needs.</p> <p>Using the NAR (Say (S), Write (W), Make (M) and Do (D)) approach to assessment, staff will increase their knowledge of assessment and use this to support reporting on</p>	<p>Person(s) Responsible: Head Teacher/ Depute Head Teachers/ Principal Teachers All Staff (Teaching & Support Team)</p> <p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Stage 1- Impact on staff and pupils in numeracy Staff knowledge and understanding of the aims and principles of Curriculum for Excellence is evident through dialogue, planning and teaching and as a result improves the quality of learning experiences for pupils.(D/O/V)</p> <p>As reflective learners who engage regular in self-evaluation, staff are more skilled in identifying their own personal strengths and development needs and can effectively model this to pupils.(O/V)</p> <p>Staff can provide support to their peers in identifying skills and talents within the team and seek ways to utilise these strengths to support the school improvement agenda. (O/V)</p> <p>Staff can approach collaborative working opportunities with confidence and as a result plan for more regular and effective co-operative learning within the classroom. (D/O/V)</p> <p>Staff will have a greater responsibility for leadership within the school through distributed leadership opportunities. (D)</p> <p>The quality of learning, teaching and assessment within the area of numeracy will be improved due to staff's enhanced knowledge and understanding of CfE aims and principles.(D/O/V)</p> <p>Planning documentation will be robust, proportionate and sustainable and clearly track pupil achievement and next steps.(D)</p> <p>Planning documentation will evidence differentiated approaches to learning, teaching and assessment and support the tracking of pupils with ASfL needs.(D)</p> <p>Staff can effectively use the NAR (Say (S), Write (W), Make (M) and Do (D)) approach to assessment to gather rich and varied assessment evidence. (D/O)</p>

pupil progress, attainment and achievement.

Through engagement with NAR, staff will evaluate their current use of formative and summative assessment approaches and identify opportunities for further personal development.

Whilst engaging with NAR and moderation activities, staff will explore progression within CfE levels and begin to engage in professional dialogue about standards within CfE levels.

Parent/carers numeracy workshops will be held to help parents/cares support the development of numeracy at home.

Staff can evaluate their use of formative and summative assessment approaches and share good practice with colleagues. (D/O/V)

Staff can engage in collaborative planning with their stage partners and as a result deliver a consistent learning and teaching experience to learners across stages. (D/O/V)

Staff engagement in moderation activities will increase and staff will engage more effectively in professional dialogue about standards within CfE levels. (O/V)

Staff throughout the school/nursery will effectively use a shared format for planning to develop a consistent approach to tracking progress throughout the school/nursery. (D/O)

Pupil attainment in numeracy will increase. (D)

Parent/carers will have an increased knowledge and understanding of the school's approach to teaching numeracy and as a result support at home will increase. (D/V)

<p>Improvement Priority 3: (Expressed as an outcome for learners)</p> <p>In line with GIRFEC, develop clear and consistent Additional Support for Learning planning, monitoring, tracking and reporting procedures throughout the school and nursery that reflect North Lanarkshire's Policy into Practice 2.</p>	<p>Link to LLS Service Priorities (1-14):</p> <p>Select from drop down 5 Quality Learning to improve the outcomes of all, 11 Enhance Quality Assurance Systems</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <p>All staff will receive refresh training on GIRFEC and develop their knowledge and understanding of their role and responsibilities whilst planning for additional support for learning.</p> <p>All staff will receive training in North Lanarkshire's Policy into Practice 2 guidance and develop a sound knowledge of the staged intervention model.</p> <p>Staff will engage in additional training from outside agencies to develop their knowledge and understanding of the varied needs of learners across the school and the services that external agencies can offer in terms of support.</p> <p>A whole school ASfL tracking system that records range of pupil needs across the school/ nursery, tracks pupil progress and evidences agency involvement will be established.</p> <p>Staff will engage in ASfL tracking reviews on a termly basis (or more frequently if required) in partnership with ASfL co-ordinators to discuss pupil progress and next steps in support.</p> <p>Staff will engage in training with ASfL coordinators to develop staged intervention practice and Additional Support Plan target setting.</p> <p>A PDSA cycle of enquiry will be established to track the impact of this development area.</p>	<p>Person(s) Responsible: Head Teacher/ Depute Head Teachers/ Principal Teachers All Staff (Teaching & Support Team)</p> <p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Staff knowledge of GIRFEC and the SHANARRI wellbeing indicators will be improved. (D/O/V)</p> <p>Staff can use the SHANARRI wellbeing indicators effectively to evaluate pupil needs and identify support plans. (D/O/V)</p> <p>Staff will have a clear understanding of the role of the 'Key Worker' whilst supporting pupils within their class and the role of the school ASfL co-ordinator. As a result partnership working within the school/nursery will be more effective. (O/V)</p> <p>Staff will have a clear understanding of the staged intervention model at stage one and classroom planning documentation will evidence and track differentiated daily/weekly support. (D/O/V)</p> <p>Staff will have a clear understanding of the staged intervention model at stage two and classroom planning will evidence differentiated daily/weekly support and initial consultation for assistance. (D/O/V)</p> <p>Staff can confidently and independently complete internal request for assistance documentation to initiate additional support for pupils within their class. (D/V)</p> <p>Staff have a good understanding of the variety of support agencies that are available to children and can identify how these agencies may support pupils within their class. (V)</p> <p>Staff will have a clear understanding of the staged intervention model at stage three and classroom planning will evidence daily/weekly differentiated classroom support that links to ASP targets. (D/O/V)</p> <p>Staff can confidently and independently establish a draft ASP for pupil and parent consultation. (D/O/V)</p>

Staff will have a clear understanding of the staged intervention model at staged four and classroom planning will evidence daily/weekly differentiated classroom support that links to CSP targets. (D/O/V)

Pupil attainment will be measured through a PDSA enquiry cycle indicating the positive impact of improved intervention. (D)

Parent/carers will have an increased knowledge and understanding of the school's approach to teaching literacy and as a result support at home will increase. (D/V)