

Eastfield Primary School & Nursery Class

Improvement Planning

Improvement Priorities 2017-2018



Together we will shine.



Our School Context

Eastfield Primary School is a non-denominational, co-educational, multi cultural school serving Balloch/Eastfield, the Craigmarloch area of Cumbernauld and the village of Croy. The school and nursery roll at present is 442, around 23% of pupils receive school transport and 9% of pupils are entitled to free school meals. 8% of our young people live in an SIMD 1-3 area. There are currently 20 FTE teaching staff. This includes the Senior Leadership Team of 1 Headteacher, 1 Depute Headteacher, 2 Principal Teachers and 3 Acting Principal teachers. The nursery operates as 40am/30pm and has 1 senior Early Years Practitioner, 4 FTE Early Years Practitioners. The school and nursery have 1 Classroom Assistant and 6 Additional Support Needs Assistants. Our school is inclusive from nursery to Primary 7. Our cluster secondary school is Greenfaulds High School.

Our support around the school extends to working with a variety of partnership agencies. These include:

- Head of Service/Education Officer
- Continuous Improvement Officers
- Additional Support Manager
- Educational Psychologist
- SLT (Speech & Language Therapy)
- ELCAT (Early Learning & Communications Transitions Team)
- Occupational Health
- Physiotherapy
- Inclusion Support Base
- Visual Impairment Support
- CAMHS (Child and Adolescent Mental Health Services)
- Supported Assisted Media (SAM) Group
- Community Paediatrician

We also have business partners to support Developing the Young Workforce.

Our Vision

"At Eastfield, we are committed to promoting a learning community where everyone is valued, respected and included. We will provide a learning environment to inspire, engage and motivate all learners to reach their full potential. By experiencing a stimulating and challenging curriculum and developing sustained partnerships, we aspire to develop skills for learning life and work to ensure a bright future for all!"

Together we will shine!

Examples of engagement with parents/carers

How good is Our School? Survey

Vision Values and Aims

Pupil Equity Fund Parent Council engagement

Parent Council Meetings

Newsletters/Newsflashes/text service/Class glow blogs/ website/ Twitter

Meet the Teacher P2-P7

Parent/Teacher Consultations

Snapshot jotters/learning Journey's and feedback target setting opportunities

Home/school communication diaries

Parent helpers

School trips (incl: 30 parents to Belfast/Titanic trip for family learning experience)

Nursery Class Parent Group

Parent Council consultation on Relationships and Anti-bullying Policy

Curriculum Rationale development with Parent Council/Forum

Whole School Global Showcase

New School Uniform and tartan design consultation

Parental Workshop for P1 Parents

Transition Programme for New Entrants

Examples of engagement with learners

How Good is Our School? Whole school self-evaluation with learners through assemblies/
Master Classes

Survey of Pupil Attitudes P3, P5 and P7

Election of House Captains/Vice Captains and Head Boy/Girl

New School Uniform and tartan design consultation

House Team Meets and Events

Junior Road Safety Officers

School Meals Consultation/Mystery Shopper Programme

Engagement with Pupil Voice groups

Snapshot Jotters

Learning Conversations

Celebrating Success and Achievement Assemblies

To achieve our vision it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century. We aim to deliver excellence and equity in learning and teaching and expect all learners to be actively engaged in their own learning. We strive to ensure that we work in partnership with our whole school community to deliver the best outcomes for our children. Our curriculum focusses on the child as learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels, allowing the opportunity for attainment at the highest level.

At every level, an ethos of high aspirations and ambition for all our learners is encouraged.

Improvement Priority 1 - Literacy

Improvement Priority 1: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	PEF (✓ if appropriate)	Person(s) Responsible Who will be leading the improvement?	Outcome(s) What do we want to achieve?	Measures of Success which include performance data, quality indicators and stakeholders' views	Timescale What are the key dates for implementation? When will outcomes be measured?
<p>To raise attainment in reading (p6/7) and writing for all learners, across all levels of Curriculum for Excellence through effective planning, teaching, learning and assessment using the national benchmarks and moderation to monitor and track learners' progress</p> <p>NIF:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy. Closing the attainment gap between the most and least disadvantaged children. <p>NLC:</p> <ul style="list-style-type: none"> Supporting all children to reach their full potential 	✓	<p>Laura Duddy PEF Act PT</p> <p>Lesley McPhee HT</p> <p>Literacy School Improvement Group</p> <p>Teaching Staff</p> <p>Support Staff</p> <p>CLD Family Link Worker</p>	<p>All learners will be working with appropriate reading texts due to the consistent use of assessment information including NLC Active literacy assessments, PM Benchmarking and standardised testing at P1, P4 and P7 stages.</p> <p>All learners will be working at an appropriate level in writing through a consistent approach to teaching and learning and a standardised approach to assessment.</p> <p>All learners will progress at an appropriate pace of learning due to an increase in teachers' understanding of standards and professional judgements around progress towards, and achievement of a level, particularly at P1, P4 and P7 stages.</p> <p>Focus groups of children, including those from SIMD 1-2/FME/LAAC who are not reaching expected outcomes, will have further opportunities through the following interventions:</p> <ul style="list-style-type: none"> Additional reading activities using Rainbow Reading /Guided reading cards Additional reading/phonics support groups and challenges Family learning literacy events/clubs including bespoke homework tasks/challenges 	<p>Staff and SLT regularly engage in classroom visits/learning walks/ forward plan / evaluations/ learner conversations/sampling of pupil work and collaborative moderation activities. (Data / Staff Discussions/ Evidence from moderation activities)</p> <p>Teachers' planning and evaluations of learning shows that reading and writing are considered across the curriculum using interdisciplinary contexts as a focus for the application of skills. (Data/Views)</p> <p>Formative and summative assessments particularly standardised assessment data and periodic, collaborative moderation activities are planned for, relevant to the learning and recorded systematically to show progress and inform next steps. Snapshot jotters will be used to document attainment and progress over time. (Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p> <p>Staff confidence in the teaching of reading and writing and assessing pupils' progress using the national benchmarks is enhanced and supported by continuous professional learning. Staff will have opportunities to share good practice across the school and cluster. (Data, Observation and Views)</p> <p>All learners, including focus groups will be working at the appropriate level for their age and stage or have a plan of interventions in place in order to close the attainment gap. (Data)</p>	<p>on-going throughout session 2017/18 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> November 2017 February 2018 May 2018

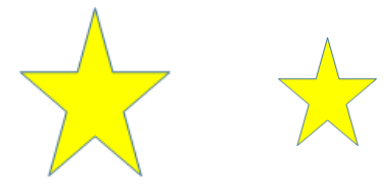
Improvement Priority 2 - Numeracy

Improvement Priority 2: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	PEF (✓ if appropriate)	Person(s) Responsible Who will be leading the improvement?	Outcome(s) What do we want to achieve?	Measures of Success which include performance data, quality indicators and stakeholders' views	Timescale What are the key dates for implementation?
<p>To improve attainment for all learners, across all levels of Curriculum for Excellence in Numeracy and Mathematics, with a particular focus on mental agility and problem solving through effective planning, teaching, learning and assessment using the national benchmarks and moderation to monitor and track learners' progress.</p> <p>NIF:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in numeracy. Closing the attainment gap between the most and least disadvantaged children. <p>NLC:</p> <ul style="list-style-type: none"> Supporting all children to reach their full potential 	✓	<p>Alexander Rutherford PEF Act PT</p> <p>Maxine Shanks DHT</p> <p>Numeracy & Maths School Improvement group</p> <p>Teaching Staff</p> <p>Support Staff</p> <p>CLD Family Link Worker</p>	<p>All learners will show an increase in mental agility through daily opportunities to develop mental maths strategies. (BIG Maths CLIC /Number Talks/ Heinemann Active Maths/Maths Comprehension Cards)</p> <p>All learners will progress at an appropriate pace as teachers effectively use assessment information, the national benchmarks and standardised assessments at P1, P4 and P7 stages.</p> <p>Focus groups of children, including those from SIMD 1-2/FME/LAAC who are not reaching expected outcomes, will have further opportunities through the following interventions:</p> <ul style="list-style-type: none"> Daily additional maths activities using Catch-Up Maths Wee Red Box Mental agility cards matched to appropriate level. Additional numeracy support groups and challenges Family learning numeracy events/clubs including bespoke homework tasks/challenges 	<p>Staff and SMT regularly engage in learning visits; forward plan / personal reflection reviews; sampling of pupil work and collaborative moderation activities. (Data / Staff Discussions/ Evidence from moderation activities)</p> <p>Formative and summative assessments particularly standardised assessment data and periodic, collaborative moderation activities are planned for, relevant to the learning and recorded systematically to show progress and inform next steps.</p> <p>Snapshot jotters will document attainment and progress over time. (Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p> <p>All pupils' speed and agility in mental maths is improved. (Data, Observation and Views)</p> <p>Programmes of study across the levels of Curriculum for Excellence are developed to ensure a clear progression of children's knowledge and understanding and mathematical thinking in line with the national benchmarks. (Data, Observation and Views)</p> <p>Staff confidence in teaching mathematics and numeracy and assessing pupils' progress using the national benchmarks is enhanced and supported through continuous professional learning in Big Maths. Staff will have opportunities to share good practice across the school and cluster. (Data, Observation and Views)</p> <p>All learners, including focus groups will be working at the appropriate level for their age and stage or have a plan of interventions in place in order to close the attainment gap. (Data)</p>	<p>When will outcomes be measured?</p> <p>On-going throughout session 2017/18 and will include the use of our collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> November 2017 February 2018 May 2018

Improvement Priority 3 - Health & Wellbeing/DYW

Improvement Priority 3: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	PEF (✓ if appropriate)	Person(s) Responsible Who will be leading the improvement?	Outcome(s) What do we want to achieve?	Measures of Success which include performance data, quality indicators and stakeholders' views	Timescale What are the key dates for implementation? When will outcomes be measured?
<p>To further improve the physical, mental, social & emotional health of children by embedding and further extending the range of health and wellbeing initiatives across the school through community engagement, developing the young workforce and by better measuring experiences for impact and to secure level one accreditation from the Rights Respecting Schools Programme.</p> <p>NIF:</p> <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. <p>NLC:</p> <ul style="list-style-type: none"> Improving the health, wellbeing and care of the communities. Supporting all children to reach their full potential 	✓	<p>Jennifer Currie PEF Act PT</p> <p>Lesley McPhee HT</p> <p>Fiona Kelly PT</p> <p>Kay Smith PT</p> <p>Margaret Dickson CT</p> <p>Alan Miller CT</p> <p>Health & Wellbeing School Improvement group</p> <p>Teaching Staff</p> <p>CLD Family Link Worker</p>	<p>All learners and staff will aim to meet the four Rights Respecting Schools Standards to achieve a level one award.</p> <p>All learners will progress at an appropriate pace of learning due to an increase in teachers' understanding of standards and professional judgements around progress towards, and achievement of a level, particularly at P1, P4 and P7 stages.</p> <p>All learners will be given opportunities to develop their skills in food technology, practical cooking, healthy Eating & food choices.</p> <p>All learners will be given opportunities to develop their skills for Learning, Life & Work by engaging in a range of world of work and enterprise opportunities.</p> <p>All learners will be given opportunities to be involved in setting personal target setting taking into account the SHANNARI indicators.</p> <p>Focus groups of children, including those from SIMD 1-2/FME/LAAC who are not reaching expected outcomes, will have further opportunities through the following interventions:</p>	<p>Programmes of study across the levels of Curriculum for Excellence ensure a clear progression of all learners' knowledge and understanding and skills development. (Data/Observation/Views)</p> <p>All staff continue to engage in professional dialogue to develop a shared understanding of the protective factors and developmental needs of all learners to provide appropriate and personalised support. (Data/Views)</p> <p>All staff will engage with the 'GIRFme' and Statutory Child's planning processes and procedures to ensure all learners with additional support needs receive appropriate support at the right time to access the curriculum. (Data/Views)</p> <p>All pupils' level of fitness will increase as a result of increased opportunities for physical activity through PE, Active School's engagement and the 'daily mile'. (Data/Observation/Views)</p> <p>All learner's will develop their skills in food technology, practical cooking, healthy eating & food choices. (Data/Observation/Views)</p> <p>All learner's will develop their skills for Learning, Life & Work. (Data/Observation/Views)</p> <p>Regular input at weekly assemblies continue to encourage all learners to be actively engaged in the SHANARRI indicators and Right's Respecting School's programme. (Data/Observation/Views)</p>	<p>On-going throughout session 2017/18 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> * November 2017 * February 2018 * May 2018

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NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY

