

***Driving Equity and Excellence***

**Improvement Planning**

**Session 2017-18**

School/Establishment: Calderbank Primary

Date submitted: 19th June 2017

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

In arriving at improvement priorities, schools should take account of North Lanarkshire’s Aspire priorities, an audit of the previous year’s improvement plan, and engagement with staff, parents/carers and learner. Current national priorities as outlined in the NIF, should also be considered:

* Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children and young people’s health and wellbeing.
* Improvement in employability skills and sustained positive school leaver destinations for all young people.

As a result of the many changes that have taken place in Calderbank Primary this year, the vision and values statement is currently under review, but the school does have very clear aims in place which have been shared extensively with pupils and form the basis of the school system for recording achievements and identifying next steps.

Our school aims are:

To provide high quality teaching and learning experiences that foster SUCCESSFUL LEARNERS who attain well, particularly in literacy and numeracy.

To provide a positive and nurturing environment where children can develop resilience and become CONFIDENT INDIVIDUALS who are able to cope with life choices and challenges.

To provide equal opportunities for all children to develop an understanding of the world they live in and become RESPONSIBLE CITIZENS who look after themselves, each other and their community.

To provide opportunities for children to develop an enterprising attitude and skills that enable them to work well in different teams to solve problems and become EFFECTIVE CONTRIBUTORS to society.

**School Vision and Values**

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of North Lanarkshire’s Aspire priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners. Current national priorities, are outlined in the NIF, have also been considered (see below):

• Improvement in attainment, particularly in literacy and numeracy

• Closing the attainment gap between the most and least disadvantaged children

• Improvement in children and young people’s health and wellbeing

• Improvement in employability skills and sustained, positive school-leaver

destinations for all young people

Parents will be fully consulted in the creation of a new vision and values statement and in forming a curriculum rationale during the forthcoming session.

**Details of engagement with parents/carers**

**of engagement with learners**

Pupils are now reflecting on their learning on a weekly basis and identifying their own next steps and strategies.

Pupils are regularly consulted about school improvement through pupil thinking circles.

There is scope to involve the pupils further through pupil groups and increased leadership opportunities through the organisation of house events.

**2017-18 Improvement Plan**

**Improvement Priority 1:**

To continue to raise attainment in literacy and numeracy.

**Improvement Priority 2:**

To develop the curriculum to ensure breadth and balance across all curricular areas and contexts for learning that also reflects the vision, values statement and curriculum rationale that will be created after consultation with pupils, parents and other stakeholders.

**Improvement Priority 3:**

To meet the needs of all our learners through effective assessment and planning of HWB.

**Improvement Priority 4:**

**Pupil Equity Fund interventions and intended impact**

Calderbank PS has received a PEF for the following year of £21,600. At the time of writing, the plans are to use this fund to finance an extra 0.03FTE of teaching staff to enable the classes to be organised into 3 manageable classes and have the PT available for increased leadership and management duties, non-class contact cover and support for learning interventions. The cost of this would be £1319, although if the roll was to fall slightly the cost may be significantly higher.

We also plan to use funds to finance an “experience” for every IDL in the improved curriculum. We are also considering some additional resources for literacy and numeracy and the purchase of GL assessments to track attainment more rigorously.

If circumstances allow, an ELP for some afternoons may be sourced to support early level literacy and numeracy and transition.

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| **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? |
| **To continue to raise attainment in literacy and numeracy.**  NIF-*- Improvement in attainment, particularly in literacy and numeracy;*  *- Closing the attainment gap between the most and least disadvantaged children.*  *NLC*  *Supporting all children to reach their full potential* | ✓ | Whole staff.  PT/HT to monitor.  Class Teachers  Class teachers  PT HT  HT  Class teachers  Angela McCafferty | * Raise attainment by identifying achievements and next steps, with a clear focus on improving learning conversations, self-assessment and feedback. * Involve pupils in progress conferences with teachers and parents. * Ensure appropriate pace of learning by setting targets for attainment in literacy and numeracy and track these on a termly basis in both school and nursery. * Learners to experience a broader range of literacy activities, reading genres and more clearly defined talking and listening programmes. * Improve mental agility by embedding Number Talks across the school and introduce in the nursery class. * Learners experience a progressive framework for mental maths skills and for mental maths and mental agility across the school. * Teachers have increased confidence to make teacher judgements. | Learning logs will be completely regularly.  Pupils will identify what they have learned and relate this to the four capacities.  Pupils will identify their own next steps.  Teachers will provide quality feedback to support learners in this process and enable them to meet their targets.  Older pupils will create their own report for parent conference.  Pupils and parents will attend the progress conference and along with the teacher, create new targets to work on together.  Parental survey on new process. Review and adapt if necessary.  Teachers to set targets for groups in literacy and numeracy for each term. Planned, staged interventions to be put in place to meet targets set.  Increased focus on those “amber” pupil with aim to eliminate the gap.  Increased focus on those “red” pupils with aim to narrow the gap.  There will be a programme in place for each stage that ensures pupils experience a literacy programme that includes:  A planned and assessed talking and listening activity each term.  Progressive grammar framework.  Taught handwriting lessons.  Progressive phonics and spelling.  Different reading materials to include fiction, non-fiction, plays, poems, short stories.  Reading material will be put on reading pathways for each stage with reading assessments identified for the end of each band or programme.  Use of the 6 comprehension strategies, close reading questions and cloze procedures.  All school classes to be engaging in number talks at least 3 times per week.  Pupils will identify and record strategies used to solve number problems.  Nursery staff to observe Angela. Opportunities for children in nursery to subitise.  Mental maths/mental agility progressive framework in place.  Staff to collate a bank of assessments for maths pathways.  Staff to work with KOS staff to create a holistic assessment in maths and literacy to pilot and review.  Staff to plan a maths in context week once a term and keep evidence of this in a snap shot jotter.  All work on these weeks to be recorded in snap shot jotter.  Each week should include examples of reading and several examples of writing in an IDL context.  Snap shot jotters to be moderated with KOS staff against appropriate benchmarks. | Achievement folders will be monitored **termly** and groups of pupils sampled to talk about their learning.  Evidence can be found to support the progress identified.  October 2017  May 2018  Oct 2017.  Planning, tracking and monitoring meetings between SMT and teachers, Sept, Dec/Jan, March and June.  The literacy programme will be revised in Term 1.  Planning each term will reflect the agreed programme.  When monitored **each term**, the achievement folders will include a record of an assessed talking/listening piece of work.  By Oct 2017  By June 2018 pupils will have evidence of having experienced a broad literacy programme.  Standardised test results in June 2018 should show improvement for all.  August 2017  Observed lessons  Jan 2017  Observed play and nursery planning.  By June 2018  Throughout the session.  June 2017  By Nov 2017  Oct 2017  Dec 2017  March 2018  June 2018  Feb In-service 2018 |
| **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? When will outcomes be measured? |
| **To develop the curriculum to ensure breadth and balance across all curricular areas and contexts for learning that also reflects the vision, values statement and curriculum rationale that will be created after consultation with pupils, parents and other stakeholders.**  NIF-*- Improvement in employability skills and sustained, positive school leaver destinations for all young people*  *NLC*  *Supporting all children to reach their full potential* | ✓ | HT/PT  HT/PT/CT  Whole staff | * Develop a vision and values statement to underpin the future development of the curriculum * To finalise a curriculum rationale for Calderbank that addresses the needs of pupils, parents and the local community. * Update curriculum overviews for 2017-2018 across the school and nursery to clearly identify learning, suitable resources and contexts across all curricular subjects and IDLs and that provide breadth, balance and opportunities for challenge and application. * Include increased opportunities to learn about the local area. * Include experiences for all IDLs. * Include opportunities for enterprise and experiences related to DYW in curriculum overviews. * Continue to develop pupil voice through thinking circles and pupil committees. | Pupil consultation through pupil thinking circles on vision, values and curriculum.  Parental consultation through survey.  Collate consultation and use to finalise vision, values and curriculum rationale.  Share with school community.  Identify the curriculum overview for each class to use in August. Plan the year.  Reflect vision, values and aims in curriculum overview.  Curriculum to reflect local context and include opportunities for enterprise and opportunities to develop skills for learning, life and work. (DYW).  Experiences will be added to overviews.  Thinking Circle and Assembly programme will reflect the vision, values and aims and continue to develop skills for learning, life and work.  House captains to organise a termly house event.  Pupil committees to be agreed and set up. | By Oct 2017  By Dec 2017  First update for Aug 2017  Ammended/updated January/Feb 2018  Aug 2017-June 2018  Termly trips/experiences for each class.  Meet monthly- pupil led with identified adult for each group. |
| **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? |
| **To meet the needs of all our learners through effective assessment and planning of HWB.**  NIF-*- Improvement in children's and young people’s health and wellbeing*  *NLC*  *Improving the health, wellbeing and care of the communities* |  | PT  HT/PT | * Embed BMT in the school programme for PE. * Further develop teacher capacity to create and maintain effective GIRFme planning in both school and nursery, by developing use of the single agency assessment to assess HWB, planning achievable targets and identifying appropriate staged intervention strategies to meet needs. Evaluate progress and set new targets appropriately. * Ensure that the school health programme is comprehensive and addressed all E&Os and SHANARRI indicators. * Introduce SID and SHANARRI in the nursery and run it alongside the school programme for health. * To use North Lanarkshire’s Nurture Framework to self-evaluate the school’s capacity for nurture and identify areas of improvement. * To access Solihull training for other members of staff. | PT will create a school programme using resources on GLOW and deliver it as non-contact cover.  In school training.  All pupils to assess their own HWB using the front page of GIRFme plan.  School overview of ASN in place.  Pupils who are identified as having an additional support need should have a full single agency assessment completed to inform staged intervention planning.  GIRFMe plans will be drawn up in consultation with pupil and parent.  Plan will include SMART targets, appropriate staged intervention strategies.  Plans will be implemented.  Plans will be reviewed termly.  Plans will have a positive impact on the HWB of pupils through achievement of targets and reflected in the comments made by pupils and parents on GIRFme plans.  Identify the parts of the HEALTHY pack each class is to follow.  Audit the pack against E&Os and identify other resources to supplement the programme.  School and nursery will focus on the indicators identified for each month.  Assemblies will focus on the corresponding indicator.  RSHP plans and programme for each stage will be in place.  Pupils will have skills, knowledge and understanding to develop their wellbeing  The self-evaluation will be completed to inform future self-improvement.  Staff not trained will try to access training towards the end of the year. | Delivered throughout the session. Programme created by June 2108.  August 2017  All achievement and next steps folders will include this assessment. Monitored termly.  By Sept 2017  Updated termly  From Aug 2017  Throughout the session.  From Aug 2017  Plan and programme available for parents to see at May parents consultations.  Implement in May/June 2018.  Term 4 2018  After April 2018 |

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| **Checkpoint**  **Nov 2017** | **Next Steps** |
| **Feb 2018** |  |
| **May 2018** |  |