

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2019-20**

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| **School/Establishment:** | Firpark Primary School |
| **Date Submitted:** | 14th June 2019 |

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| **Scottish Attainment Challenge School:** | Yes/No |

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| **Pupil Equity Fund Allocation:** | £55, 080.00 |

**Education and Families Priorities**

* **Priority 1: Attainment and Achievement-** **Improvement in attainment, particularly in literacy and numeracy.**

**Improvement Actions**

* Raising Attainment Strategy
  + There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
* Self- Evaluation Leading to Improvement
  + There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
* Review of Additional Support Needs
  + This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

**Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people**

**Improvement Actions**

* SAC/ PEF Plan
  + There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
* Anti- Poverty Programmes
  + There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
* North Lanarkshire Research Lab
  + The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

**Priority 3: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.**

**Improvement Actions**

* GIRFEC
  + There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
* 1140 ELC Expansion
  + The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
* Mental Health and Wellbeing
  + Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

**Priority 4: Developing the Young Workforce**- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**Improvement Actions**

* Curricular Progression
  + A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
* DYW Strategy
  + The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
* Digital Classroom
  + Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups**- Improved outcomes for vulnerable groups.

**Improvement Actions**

* Support for Families/ Young People at Risk
  + There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
* Care Experienced Young People
  + There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
* Support for Adults
  + There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

**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?

**School Vision and Values**

In Firpark Primary we believe that learning should be fun, purposeful and challenging. We aim to develop the whole child, meeting individual needs in a fully inclusive, safe and secure environment. We believe that good teamwork and positive partnerships with children, families, colleagues and partner agencies result in high standards, effective teaching and successful learning across the school community. All who encounter us will find a school which has a welcoming atmosphere and where all children, parents, staff and visitors feel valued.

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

Within Firpark Primary we realise that parents and staff have a powerful, mutual interest in the education, welfare and happiness of all children attending the school. Parents are invited to participate in their child’s educational experience through attendance at both formal and informal events, the utilisation of ICT to both support learning and inform via website, twitter etc. and through the joint working with other partnership agencies such as Community Learning Development who offer a range of parenting courses and support experiences.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Learners are supported to achieve their potential by engaging in a high quality educational experience which is both innovative and highly effective. Learners will be supported in an environment which promotes self-esteem, advocates ownership of learning while ensuring that pupil rights and responsibilities are well embedded and that differences are celebrated.

**2019-20 Improvement Plan**

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| **Establishment Priority 1:** | To formalise further self-evaluation practice at all levels throughout the school and in the wider achievements of the school.\* |
| **Establishment Priority 2:** | To enhance the wider understanding of Safeguarding & Child Protection policies and processes: National/ Local/ School & ASN specific\* |
| **Establishment Priority 3:** | To embed transition processes within the school and in working with other establishments and partners.\* |
| **Establishment Priority 4:** | \*This SIP is draft pending recent VSE Report & Findings. |

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

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| **Education and Families Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** |
| 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups | 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact | 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information | 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people’s health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

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| *Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*  *The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* | *Articles:*  *12/ 14/ 15/ 16/ 19/ 24/ 27/ 28/ 31/ 39* |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

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| **IMPROVEMENT PRIORITY 1:** | To formalise further self-evaluation practice at all levels throughout the school and in the wider achievements of the school. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **SLT & assigned working party** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.3 | | 5 6 7 | 1 2 3 5 | 1 2 3 | 1 2 3 |  |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| To formalise in-school moderation structures/ systems | Engage in relevant literature and refresher training on moderation.  Schedule & record peer observations  Calendar dates for AMCs to meet:  -discuss forward plans/ levels of achievement/ reflect against Milestones and Benchmarks/ review tracking documentation  -discuss and share classroom practice/ assessment strategies | \*To be completed in consultation with assigned working party in September 2019 | \*To be completed in consultation with assigned working party in September 2019 | \*To be completed in consultation with assigned working party in September 2019 |
| To create vision statement and Curriculum Rationale | Gain pupil views (through HGIOS Learner’s Participation and What I think tool)  Consult with staff  Consult with parents  Review relevant literature |  |  |  |
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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 2:** | To enhance the wider understanding of Safeguarding & Child Protection policies and processes: National/ Local/ School & ASN specific. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Relevant NLC managers, SLT & assigned working party** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.1 | | 1 2 9 10 11 | 1 2 4 5 | 2 3 5 | 2 3 5 |  |

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| To ensure all staff continue to be up to date with current Safeguarding & Child Protection training. | Audit new staff previous training.  Update presentation & plan annual training session for all staff. | \*To be completed in consultation with assigned working party in September 2019 | \*To be completed in consultation with assigned working party in September 2019 | \*To be completed in consultation with assigned working party in September 2019 |
| To develop secure knowledge of Safeguarding & Child Protection specifically in relation to ASN | Discuss and identify the challenges of implementing processes within ASN.  Engage with relevant literature:  National Guidance for Child Protection in Scotland 2014  National Guidance for Child Protection in Scotland (2014) Additional Notes for Practitioners: Protecting Disabled Children from Abuse and Neglect |  |  |  |
| To establish a structure to feedback following concerns raised, (within the appropriate parameters of CP). | Staff to secure their knowledge & understanding of the overall parameters of Safeguarding & Child Protection, their role and the role of the SLT and other agencies within this.  SLT to agree effective method of appropriate feedback to staff raising concerns |  |  |  |

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| **May** |  |

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| **IMPROVEMENT PRIORITY 3:** | To embed transition processes within the school and in working with other establishments and partners. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **SLT & assigned working party** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 3.2 | | 2 5 6 7 10 | 1 2 4 6 | 1 3 | 1 3 |  |

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| **Outcome(s) / Expected Impact**  Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**  What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**  Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| To embed transition practice within the school between stages. | Negotiate transition meetings with peers to share information.  Schedule class visits within the school across stages  Continue to discuss class groupings at Forward Plan Prof Dialogue sessions. | \*To be completed in consultation with assigned working party in September 2019 | \*To be completed in consultation with assigned working party in September 2019 | \*To be completed in consultation with assigned working party in September 2019 |
| To moderate and formalise the information shared across stages for new school year. | Standardised pro-forma developed to support/ guide transition discussions.  Development of end of year Benchmark/ Milestones record |  |  |  |
| To provide secure and consistent approaches to transitions. | Pupil Support Plans to include specific vocabulary/ strategies to support pupils, (over and above information held in GIRFMe Plan).  Team building tasks for new classes to participate in prior to August. |  |  |  |

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| **IMPROVEMENT PRIORITY 4:** |  | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
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