

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2018-19**

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| **School/Establishment:** | Muirhouse Primary |
| **Date Submitted:** | 7th June 2018 |

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

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| **Pupil Equity Fund Allocation:** | £ 77,760 |

**Education, Youth & Communities Priorities**

**Priority 1: Improvement in attainment, particularly literacy and numeracy**

**Improvement Actions**

* Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
* Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
* Raising attainment in Literacy and Numeracy
* Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

**Priority 2: Closing the attainment gap between the most and least disadvantaged children**

**Improvement Actions**

* Effective analysis of data to identify the poverty related attainment gap
* Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
* Effective use of the Pupil Equity Fund to support targeted young people
* Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

**Priority 3: Improvement in children and young people’s health and wellbeing**

**Improvement Actions**

* Developing nurturing interventions and parental engagement to meet children and young people’s individual needs
* Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
* Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
* Ensure transition enhances children and young people’s well-being and raises attainment

**Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people**

**Improvement Actions**

* Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
* Develop an effective approach to careers education which supports children and young people into sustained positive destinations
* Improve the creativity and employability skills of our children and young people
* Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

**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**

“Working with others to turn dreams into reality.”

We value happiness, safety and learning and understand the importance of trust, kindness, friendship and respect to achieve our vision.

**Audit and Consultation**

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

Initial consultation with parents over vision and values.

Consultation through parent council.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Pupil consultation about vision and values.

**2018-19 Improvement Plan**

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| **Establishment Priority 1:** | To develop a curriculum rationale that reflects the vision, values and aims of the school and the principles of curriculum design. |
| **Establishment Priority 2:** | To develop consistent approaches to learning, teaching, moderation and assessment, including developing the use of data to track attainment and measure impact of interventions. |
| **Establishment Priority 3:** | To continue to develop and embed the principles of nurture into all aspects of and school life and pupil support. |
| **Establishment Priority 4:** |  |

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, Youth & Communities 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 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 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)*.* |  |
| 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 develop a curriculum rationale that reflects the vision, values and aims of the school and the principles of curriculum design.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Whole staff/Whole staff in sub-teams to lead different curricular areas** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| QI1.3 and 2.2 | | 1. Promoting a high quality learning experience 2. Promoting healthy lifestyles 3. Employability and skills development 4. Engaging beyond the school | 1.Improvement in children's and young people’s health and wellbeing    2.Improvement in employability skills and sustained, positive school leaver destinations for all young people | Teacher professionalism  School Improvement | 1.Improvement in children's and young people’s health and wellbeing    2.Improvement in employability skills and sustained, positive school leaver destinations for all young people |  |

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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? |
| Whole school curriculum rationale and overviews in place for each stage (nursery to P7) to ensure principles of curriculum design are being met. | Consultation on vision, values and aims  Rationale agreed.  2018-2019 Overviews for each stage to be drafted. | Overviews in place.  Planning will reflect the principles of curriculum.  There will be evidence of pupil learning in every curricular area and each context for learning. | Identify and purchase resources required for social subject contexts.  PEF-Resources to enhance the curriculum, ensuring breadth, progression  PEF-Cost of transport to experience increased learning opportunities out-with the school. | Overviews in place August 2018.  Forward plans monitored Dec 2018  March 2018  Pupil folders and snapshot jotters monitored termly. |
| Improve the provision for digital learning.  Pupils will develop ICT skills. | Consult with ICT services and infrastructure to improve access to internet, electricity points.  Purchase additional hardware.  Identify/create a progressive framework for teaching ICT skills and using digital technology across learning.  Timetabling of hardware | There will be increased ICT resources.  Intended learning included in curriculum overview.  Learners will demonstrate improved ICT skills which can be evidenced in pupil achievement folders. | PEF- Purchase hardware required.  Possible costs to improve connectivity | Laptops purchased May 2016, Sept 2018  Connectivity issues to be addressed July 2018  Rewire possible 2020.  Overview plan of skills in place Aug 2018  Plan to be reviewed/improved Feb 2019  Evidence of digital learning to be in pupil achievement folders by May 2019. |
| Develop teacher confidence in delivering science and technology. | Member of staff trained as mentor in science and technology through SSERC.  Protected time for professional learning. | Teacher evaluation to assess professional confidence in delivering Science and Technology. | PEF- possible time to allow mentor to work on developing professional learning materials for staff. | In-service time for cluster professional learning. (TBC)  Teacher survey  May 2019 |
| Create further opportunities for outdoor learning. | Identify clear opportunities for outdoor learning for each stage including nursery.  Identify a clear plan for improving the school and nursery environment to deliver identified learning opportunities.  Identify partners to support outdoor learning beyond the school environment. | Intended learning included in curriculum overview.  Evidence of outdoor learning in pupil achievement folders and learning stories.  Observation of the school environment.  Pupil and partner feedback on learning beyond the school. | Tesco grant money used to meet targets.  PEF- possible funding of transport.  Support from infrastructure to implement required improvements to school environment.  Possible support from Restorative Justice. | Monitor evidence of pupil learning in pupil achievement folders and learning conversations.(Termly) |

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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 2:** | To develop consistent approaches to learning, teaching and assessment, including developing the use of data to track attainment and measure impact of interventions. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| QI 2.3 | | \*Targeted approaches to literacy and numeracy  \*Differentiated support  Using evidence and data  \*Professional learning and leadership  \*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 | \*Improvement in attainment, particularly in literacy and numeracy;  \*Closing the attainment gap between the most and least disadvantaged children | \*Improvement in attainment, particularly in literacy and numeracy;  \*Closing the attainment gap between the most and least disadvantaged children |  |

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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? |
| Apply consistent approach to teaching, learning and assessment.  Revisit LIs, SC and feedback | Staff work together to create learning and teaching policy, gathering good practice from throughout the school,  Education Scotland advice and from NIF papers. | Learning and Teaching Policy in place and reflected in classroom practice.  Monitoring of pupil work through learning conversations. | NIF papers  Assessment and Moderation leader and materials | In-service Aug-Gathering examples of good practice. Introduction to Moderation Cycle  Termly focussed classroom observations and playroom observations.  Termly learning conversations. |
| Increase awareness of the moderation cycle and different types of ongoing and periodic assessment | Identify and plan assessment to evidence breadth, challenge and application of key learning in maths and literacy using benchmarks and success critera to identify next steps.  Identify where the evidence will be recorded/stored.  Meet with stage partners and partners across levels to moderate judgement.  Teachers to be provided with a pre-populated tracking sheet with current teacher judgement and the key standardised assessment information for each pupils.  Planning and tracking meetings | There will be a range of assessment evidence in an achievement folder and snapshot jotter to inform teacher judgement.  Professional dialogue will indicate increased teacher confidence in their judgement of a level.  Teacher will begin to use standardised assessment information to help inform judgement and identify any anomalies.  Teachers will set appropriate targets for pupils and provide appropriate levels for support and challenge. | Moderation Hub and Cycle  Assessment and Moderation leader and materials  PEF-Cost of achievement folders  MALT tests | Termly planning and tracking meeting.  Termly moderation session, prior to making teacher judgements at the end of each term.  Termly planning and tracking meetings |
| Embed approaches to teaching literacy | Introduce Pie Corbett Talk for Writing Programme at Early level (nursery into P1)  Active Literacy training for staff members new to stage.  Provide clear guidelines for content and delivery of literacy in teaching and learning policy  Audit the texts available and refresh as required.  Align Big Writing SC with benchmarks  Create increased opportunities for early literacy development (nursery) | Evidence in nursery planning.  Playroom observations of children in engaging in these activities.  Evidence of learning in learning stories.  Implementation of Teaching and learning Policy evident in classroom observations.  Learning conversations.  Evidence from achievement folder and snap shot jotters. | PEF-Cost of Active Literacy training  Cost of refreshed novels and other texts. | Nursery meetings    May/June  Aug/Sept |
| Work towards a consistent approach to the teaching of maths. | Identify planners to be used.  Training if available  Provide clear guidelines for content and delivery of maths and numeracy in teaching and learning policy  Audit resources available and refresh as required.  Create increased opportunities for early maths/numeracy development (nursery) | Implementation of Teaching and learning Policy evident in classroom observations.  Learning conversations.  Evidence from achievement folder and snap shot jotters. | PEF-Cost of training if available  Update of maths resources  Cover costs to release staff to develop planners and resources. | One observation for maths in session 2018-2019 |
| Apply a staged intervention approach to supporting pupils. | Update staged intervention paperwork to include full range of strategies. | Policy will be applied consistently. | PEF- ASNA support | In-service Aug- Staged Intervention and GIRFme planning |
| Identify which interventions to implement and identify the pupils who could benefit most. | Update staged intervention paperwork  Identify groups of pupils to target  Identify interventions to put in place  Identify resources required to deliver interventions. | Teacher judgement  Staged intervention paperwork  CEM/SNSA results  PhaB/YARC  Literacy consultations | PEF- ASNA support  PEF- teacher allows LMagee to deliver and co-ordinate literacy interventions. | Class based interventions identified Aug 2018  Other interventions in place by Sept 2018 |
| Measure the impact of interventions and review as necessary. | Identify how to measure the impact of interventions.  Measure them. | Teacher judgement  Staged intervention paperwork  CEM/SNSA results  PhAB /YARC  Literacy consultations  Evidence from achievement folders and snap shot jotters.  Case studies | PEF- teacher allows LMagee to deliver and co-ordinate literacy interventions. | Measure impact and review termly. |

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| **IMPROVEMENT PRIORITY 3:** | To continue to develop and embed the principles of nurture into all aspects of and school life and pupil support. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | |  | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| QI 3.1 | | \*Early intervention and prevention  \*Social and emotional wellbeing  \*Differentiated support  \*Professional learning and leadership | 1. Teacher Professionalism 2. Parental Engagement | \*Improvement in children's and young people’s health and wellbeing | \*Improvement in children's and young people’s health and wellbeing |  |

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| Develop the HWB curriculum. | Adopt a whole school approach to delivering the HEALTHY PACK/SID and SHANARRI  Align SHANARRI indicators to other planned learning.  Assembly programme to be aligned with the indicator of the month. | Pupils will demonstrate an increased awareness of the SHANARRI indicators. | Refresh of resources for HWB from PEF | Throughout the year  Plans added to each month. |
| Staged intervention approach taken for HWB.  Improve GIRFme plans for those who require additional support. | Refresh staff training on GIRFEC planning pathways.  Add HWB/nurture strategies to staged intervention paperwork.  Work with EP on using the resilience toolkit to create better plans. | Evidence of staged intervention  GIRFme targets being met. | Educational Psychologist | GIRFme plans updated termly. |
| Change the purpose of the Rainbow Room/establishing safe places throughout the school | Continue to provide a “drop in” at the Rainbow room at playtimes and lunchtimes and for targeted monthly family breakfasts, otherwise use as a literacy support base.  Classes to establish a safe place with timers. | Monitor uptake of drop in.  Pupil feedback, comments.  Family breakfast evaluations | Timers  Resources for drop in.  Continue to provide snack at playtime, funded by Greggs  Continue with family breakfasts  Require breakfast and lunchtime supervisors to be appointed. | Audit use of drop in termly.  Monthly family breakfasts Sept, Oct, Nov, Jan, Feb, Mar, May, June. |
| Pupil assessing their own HWB, linking the SHANARRI indicators to nurture principles | Develop the emotional wellbeing evaluation for pupil use. | Pupil emotional wellbeing evaluations |  | Sept 18  May 19 |
| School wide system to recognise pupil achievement | Create a moderated system for pupils to regularly record their achievements in relation to the vision, values and aims of the school.  Whole school award scheme put in place. | Pupil, staff and parent feedback | Reward system set up costs- tokens, certificates, displays.  School Awards | Rolling programme, evaluated May 19 |
| Run Seasons for Growth groups | Identify pupils for the group.  Identify a plan to release staff members to lead the group(s).  Identify and implement a way of measuring the impact. | Pupil feedback | Cover  Seasons for Growth trained staff | Dec 18  May 19 |
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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** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
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