

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2019-20**

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

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

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| **Pupil Equity Fund Allocation:** | £79200 |

**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**

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|  | Muirhouse Primary &  Nursery Class | | |  |
| **We value happiness, safety and learning and understand the importance of** | | ***“Working with others to turn dreams into reality.”*** | **trust, kindness, friendship and respect to achieve our vision.** | |
| 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. | | | | |

**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.



**Details of engagement with parents/carers**

**Details of engagement with learners**

Pupil survey highlighted the need to improve the spaces in the school and for pupils to take more care of areas and resources.

We would like to make better use of ICT equipment in the school to support our learning.

Pupils have also completed evaluations about HWB and RRS, the results of which have been used to inform this plan.

**2019-20 Improvement Plan**

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| **Cluster Priority 1:** | **To improve attainment in literacy for all, through planned moderation activities at school, cluster and beyond level.**  **To develop a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children’s achievement of a level.** |
| **Establishment Priority 2:** | To raise attainment in maths and numeracy through developing a consistent approach to teaching and learning. |
| **Establishment Priority 3:** | To improve curricular pathways by including a broad and progressive science programme across the school. |
| **Establishment Priority 4:** | To develop a positive learning environment by providing nurture provision for our most vulnerable pupils and ensuring that children’s rights are respected across the school. |

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)*.* |  |
| 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 improve attainment in literacy for all, through planned moderation activities at school, cluster and beyond level.**  **To develop a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children’s achievement of a level.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Cluster HTs, SMT, Leanne Smith (Assessment and Moderation Lead) and other leads from Cluster Schools**  **Nursery staff** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **UNCRC Article(s)** |
| 1.1, 1.2, 2.3, 3.2. | | 4,5,6,7,10,11,12. | 2,4,5,6 | 1,2,4. | 1,2,4,5 | 3, 28, 29 |

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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? |
| Improve the attainment and experience of all children in reading, writing, listening and talking**.**  Increase ACEL data in reading, writing, listening and talking results - % to be clarified by statistician  Increase staff understanding and application of the standard.  Improve the range of robust, reliable and range of assessment opportunities to improve outcomes for all when moderating children and young people’s work within the school, cluster and beyond. Develop a more consistent approach across all levels and stages of when/what evidence should be gathered.  Align progression pathways across the cluster to ensure consistency in shared expectations and understanding of standards. | 1. Continue to roll out Assessment & Moderation Training in all establishments. 2. Trained practitioners will meet early in Term 1 to plan next steps. Including potential use of West Partnership paperwork, use of West Partnership Template and use of periodic assessment. 3. Work to begin on developing early level milestones in Literacy and Numeracy in partnership with Authority Working Group. 4. Trained Practitioners will create a bank of useful materials for moderation and plan an in-put to the Nov in-set. 5. HTs develop confident practices in data use through the dashboard, CIOs & statisticians. This will support robust dialogue around attainment regarding ACEL data, future predictions in line with the National average and barriers to improving attainment results. 6. SMT continue to develop robust conversations with all staff to identify ACEL data and predictions/projected levels. 7. Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation 8. Raise awareness at cluster level and plan events to inform all ELPs and teaching staff of Assessment & Moderation practice. Nov in-set. 9. All schools will make use of the Education Scotland- **Moderation Hub** | 1. Teacher confidence /implementation/ consistency of AiFL strategies with a focus on feedback within the classroom. 2. Develop an AiFL school/cluster policy and practice document. 3. Teacher confidence/ability to moderate the plan and make any adjustments/advice before implementation. 4. Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment. 5. Teacher confidence around discussions with colleagues in relation to understanding the standard/Benchmarks for each level. 6. Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time.   Audit & evaluation mechanisms to be confirmed. | 1. Continued Assessment & Moderation training- £25 per staff member. 2. Available staff cover for Assessment & Moderation Practitioner meetings. 3. Purchase of recommended books- To be confirmed | 1. HT Cluster meeting early September. 2. Assessment & Moderation Practitioners to meet September to devise future timescales. 3. Moderation sharing event in Nov 4. Moderation TPJ event February |
| Build in agreed, planned and protected time in the Working Time Agreement in order to have a sustainable model of cluster moderation procedures. | Agree the WTA as a cluster in May/June | Protected time to train, work collegiately and develop sustainable working partnerships with all sectors connected to the school community. |  | June 2019  June 2020 |
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| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 2:** | To raise attainment in maths and numeracy through developing a consistent approach to teaching and learning. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **DHT, Lynsey Wilson and Maths Working Party, Nursery staff** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1, 1.2, 2.3, 3.2 | | 4,5,6,7,11 | 2,4,5,6 | 1 | 1,2,5 | 3,28,29 |

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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? |
| Raise level of attainment in maths and numeracy at each stage thorough effective use of attainment data to inform planning.  Planning for numeracy and maths which ensures breadth and progression at a suitable pace.  Improved approaches to the teaching and learning of number and maths in the school and nursery.  Meet the needs of pupils with additional support needs to ensure progress towards their individual targets.  Increase teaching focus on those in middle group in danger of underachieving through interrupted learning. | 1. Using agreed pathways as a basis for planning. 2. 2.MALT test attainment information 3. 3.SNSA data 4. Professional judgement based on benchmarks and evidence gathered 5. 5 .Planning and tracking meetings to look at pace, breadth and strategies to narrow attainment gaps. 6. 6.SEAL training for all staff 7. Peer observations 8. 8.SMT observations 9. 9.Learning conversations 10. Support from Education Psychology on approaches to teaching and learning in maths. 11. Working party to create a template for the structure of a maths session. 12. Create banks of appropriate resources to use. 13. AM nurture group to focus on HWB, 14. Literacy and numeracy in a suitable environment with appropriate support. 15. Appropriate stage 1 and 2 interventions identified for middle group pupils who are not achieving the expected standard. | 1. Forward plans will reflect the assessment information gathered. 2. Improved MALT results. 3. Increased numbers of pupils being able to progress at a suitable pace. 4. Increased number of children on track to achieve a level. 5. Information gathered through observations and learning conversations will evidence improved levels of understanding and practice. 6. Pupils in nurture group will be meeting personalised targets in Girfme plans and Boxall profile used to measure impact. 7. School attainment should become more consistent. 8. Sumdog use increased and results improved. 9. Tracking will show individuals making progress using number box. | 1. Cost of MALT assessment. 2. SEAL Training to whole family group. 3. SEAL resources 4. Time for peer observations (possibly across the cluster or family group). 5. Staff meeting time with EP 6. Significant investment in nurture provision and planned interventions. 7. Timetable use of ICT interventions in central base. 8. Staff secured. (PEF) | 1. Use of MALT results from June 2019 and repeat in May/June 2020 2. SNSAs January 2021 3. ACEL data termly tracking meetings |
| 1. Seal Training August 2019 2. SE calendar for 2019-2020 for observations and pupil learning conversations. 3. Staff Meeting time with EP to be arranged. 4. Template for a model maths session produced by March 2020 5. First cohort for nurture Aug-Oct 2019 6. Nurture Group reviewed termly. 7. Impact of other interventions measured termly. 8. Resources for SEAL will be purchased/gathered/made throughout the session. |

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| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 3:** | To improve curricular pathways and future employability skills by including a broad and progressive science programme across the school. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **SMT, Gail Napier and Working Party** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.2, 3.2, 3.3 | | 8,11 | 2,5,6 | 4 | 4 | 3, 28, 29 |

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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 foster interest in science and improve employability skills through building an improved science curriculum which has breadth, relevance and progression.  To improve teacher confidence in teaching science.  To gather assessment information to inform progress and next steps in science. | | 1. Teachers to complete curriculum overview to show intended learning in the four contexts of learning over the coming year. 2. Audit the coverage and progression of science E&Os across a level highlighting on Falkirk’s progression pathways. 3. Identify additional E&Os to be taught through stand-alone lessons and NLC science investigations and add to curriculum overview. 4. Consult with pupils to identify a short block of science/STEM lessons to deliver during DYW week. 5. Identify a resource(s) to help deliver science lessons. 6. Track progress through the E&Os using the Falkirk pathway. 7. Assess progress in science using benchmarks. | 1. Overview will show intended learning for the session 2019-2020. 2. Planners across stages within a level will show breadth and progressive learning intentions. 3. Planned lessons will meet the identified learning intentions. 4. Additional content will be added to curriculum overviews following audit and highlighted on Falkirk pathway. 5. NLC Science investigations will be matched to intended learning. 6. Pupil evaluation of science during DYW week. 7. There will be a bank of evidence to assess pupil progress in science using pathways and benchmarks. | School improvement time protected  Teaching resources | Overviews-August/Sept 2019  Forward plans termly  DWY week October 2019. Pupil evaluation October 2019.  Resource identified and purchased by Dec 2019  Reporting learners’ progress in science April 2020.  Completed planners to be passed on to next stage for progressive planning to continue in the following session.  June 2020. | |
| **Evaluative Statement & Actual Impact/ Evidence** | | | | | |
| **November** |  | | | | |
| **February** |  | | | | |
| **May** |  | | | | |

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| **IMPROVEMENT PRIORITY 4:** | To develop a positive learning environment by providing nurture provision for our most vulnerable pupils and ensuring that children’s rights are respected across the school. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **PT, Stephanie Park, Gail Napier and working party** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1, 2.1, 2.4, 2.5, 3.1, 3.2 | | 1,2,3,4,5,6,7,10,11 | 3,5 | 3 | 1,2,3 | All RRS |

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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 improve outcomes for our most vulnerable learners by meeting their needs and respecting their rights.  To increase pupil and family awareness of the UNCR rights of the child.  To improve outcomes for learners through improved family engagement. | 1. Use data and self-evaluation evidence to identify 2 nurture groups. 2. Implement 2 nurture groups for support 4x half days per week. 3. Operate a soft start/finish to allow regular contact with parents and carers. 4. Family breakfasts. 5. Carry out the action plan for both bronze and silver RRS awards. 6. In addition to planned family engagement with nurture groups, there will be universal planned coffee/open mornings, showcases and workshops. 7. Family learning activities and clubs (possibly Healthy Families and/or Make, Move, Munch). 8. Home learning guidelines agreed | 1. Learners will meet their individual targets. 2. There will be fewer interruptions to learning as pupil needs are met. 3. Improved levels of family engagement. 4. Gain Bronze and Silver Rights Respecting School awards. 5. Parent and carer evaluations 6. Attendance at events | Nurture room set up and appropriately staffed (Teacher and ASNA) PEF funded.  See Action plan  Healthy Schools Partnership  Other partners to be sourced. | Planned for Aug 2019  Silver by June 2020.  See school year planner for planned events.  Home learning guidelines agreed by Dec 2019. |

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