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***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2018-19**

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| **School/Establishment:** | Netherton Primary School |
| **Date Submitted:** | 31st May 2018 |

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

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| **Pupil Equity Fund Allocation:** | £19,440 |

**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**

Our caring community, love and respect,

Lead us along the path to success.

Growing together is a must,

Teamwork! Trust! Pupils First!

Alongside this shared vision, are the following aims:

1. It is our aim that, through the education and experiences provided in this school, all of our pupils should achieve their full potential;

* physically
* mentally
* emotionally
* socially
* creatively
* spiritually
* intellectually

1. We will encourage and enable high achievement and attainment within a local and national context for learners in our school, striving for excellence in equity.
2. We will provide a high quality learning environment and the highest quality teaching and learning experiences to ensure that our learners will have aspirational attitudes and expectations.
3. Our pupils will develop the skills necessary to be successful in a rapidly changing society.

**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.

**Parental Engagement Log 2017-2018**

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| **Date** | **Description** |
|  | HT met with two members of the parent council to create a survey around homework – policy created as result |
|  | Parents helping weekly with breakfast club |
| Term 1 | Kebcraft – parents make up this group on a weekly basis |
|  | Parents run our weekly book bags for P1/2 |
|  | Community / parent teamwork to fill skip with soil for uplift |
|  | Parent Homework Survey sent out (Survey Monkey) |
|  | Parental working Group – SIP Health – Sexual Health and Relationships Education (Term 3) |
|  | McMillan Coffee Morning |
|  | Book Café |
|  | Nativity |
| Term 1 | Parent running sign language reward club |
| Aug 2017 – June 2018 | Parent coaching football team for football festivals |
| 3/10/17 | Travel plan and meeting with local elected members (parent/pupil council) |
| 4/10/17 | Fusion – Open afternoon Wednesday 4th October 2017 |
| Aug 2017 – Jun 2018 | Forest School – weekly blocks spent in woods – parents welcome |
| 3rd October 2017 | Parent / Pupil / elected member meeting around travel plan – well attended by all groups of stakeholders. |
| November 2017 | Parent Consultations |
| November 2017 | Parental Engagement Questionnaire |
| December 2017 | Infant Nativity – 2 x performances for P1-3 parents |
| February- June 2018 | Parent / Child Gardening Club |
| 16th February 2018 | Open Afternoon – Parents visited children to share learning |
|  | Parents included in Travel Plan cover design vote |
|  | Parental questionnaire seeking views given out |
| Term 1-4 | Ongoing engagement between parent council and JRSOs engaging in Travel Plan |
|  | Travel Plan Consultation with all stakeholders |
| March 2018 | Family Learning Homework club for P1-7 |
| 6th March 2018 | Parent council given PEF impact so far and consulted on asking wider parental group about PEF spend for 2018/19 |
| 12th March 2018 | PEF summary and parental survey distributed to parents |
|  | Easter Performance – 2 x performances for P4-5 parents |
| May 10th 2018 | Relationships, Sexual Health and Parenthood workshop for parents 3pm |
| May 14th -18th 2018 | Health & Nurture Week |
|  | Pitch open to families from 3pm-4pm Mon – Thurs |
|  | Picnic Lunch with parents and pupils on pitch |
|  | Open Breakfast club |
| May 17th 2018 | Open evening – Health Awareness |
| May 17th 2018 | New P1 beginners liaison visit 1 |
| May 18th 2018 | Parents of new P1 attending literacy workshop and lunch in school |

**Details of engagement with parents/carers**

**Details of engagement with learners**

* Learner conversations
* Learner evaluations
* Learner questionnaires
* Learning Journals
* Consultation with pupil council
* Pupil voice comments in new, end of session reports (18th May 2018)
* Pupil Learning Tree dialogue to plan developments led by champions (September 2017, June 2018)

**2018-19 Improvement Plan**

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| **Establishment Priority 1:** | Improve learning experiences for our most vulnerable learners, by developing a whole school approach to providing nurturing experiences, developing staff/pupil awareness of the health and wellbeing indicators. (QI 1.3, 3.1, 3.2) |
| **Establishment Priority 2:** | Improve attainment outcomes for learners through the sharing of practice, through periodic and collaborative moderation practices, and through the development of a more consistent approach to assessment in Numeracy. Interventions will be targeted in order to ensure higher attainment in Numeracy. (QI 3.2, 2.3) |
| **Establishment Priority 3:** | Improve learning and teaching of Science, Technology, Engineering, Mathematics by developing a whole school approach to providing STEM experiences throughout school and cluster. (QI 3.2, 2.3) |
| **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:** | Improve learning experiences for our most vulnerable learners, by developing a whole school approach to providing nurturing experiences, developing staff/pupil awareness of the health and wellbeing indicators. (QI 1.3, 3.1, 3.2) | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Ruth Yates (PT) and HT** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.3  3.1  3.2 | | 1. Early Intervention and prevention  2. Social and emotional wellbeing  3. Promoting healthy lifestyles  6. Differentiated Support  12. Research and evaluation to monitor impact. | 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment information 5. School Improvement | 1. Improvement in children’s health and wellbeing | 1. Improvement in children and young people’s health and wellbeing. | Article 3 (best interests of the child)  The best interests of the child must be a  top priority in all decisions and actions that  affect children.  Article 39 (recovery from trauma  and reintegration)  Children who have experienced neglect,  abuse, exploitation, torture or who are  victims of war must receive special  support to help them recover their health,  dignity, self-respect and social life.  Article 24 (health and health services)  Every child has the right to the best  possible health. Governments must  provide good quality health care, clean  water, nutritious food, and a clean  environment and education on health  and well-being so that children can stay  healthy. Richer countries must help poorer  countries achieve this. |

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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 ensure that learners feel more involved in processes designed to support and meet their needs. | **ACTIVITY:** All new P1 pupils will have Boxall Profiling carried out from 2018.  All learners who are not progressing in terms of HWB (SEBD / ASD) will have Boxall Profiling completed to support development.  HWB wheels will be completed at least termly or more regularly as required. | * Observations, HT Monitoring and learner conversations will show Restorative Practices embedded throughout school. * Monitoring will * ASPs, CSPs, Child Protection and minutes from meetings, show that the views of the child and family are central when planning to meet learning needs. | * Boxall Profiles to be ordered (school budget) * PEF money used to buy staffing to allow acting PT time out of class to support and lead nurture room (PEF). | August – September 2018 |
| To improve learner access to education. | **ACTIVITY:** Groups of children will be identified to benefit from 6 week blocks of Forest School work to support emotional wellbeing (PEF priority) | * Audits will continue to show a review of the current procedures for; * Staged Intervention * Child Protection * Learning Support * GIRFEC * Healthy Schools Materials will be used as a tool for planning across all levels. * A revised policy on the above will be created and evidence of this will be clear from GIRFME planning CSPs, observations, minutes of meetings etc. * Staff will be trained in using What I Think Tool to gather pupil views with HT & PT monitoring showing the use of this tool. * Monitoring of ASPs, CSPs, Child Protection files etc. will continue to show clear evidence that all children on have views sought and recorded. | * PEF money used to buy staffing to cover blocks of Forest school intervention (PEF). | Ongoing |
| To improve life chances for our more vulnerable children. | **ACTIVITY:** ACEs to be tracked and monitored in a discrete way. Information to be made available to appropriate staff.  Web version of healthy schools to be used. Overview to be placed in planners.  Letters to be created for P3/5/7  Staff will complete self learning unit every three years | * Professional dialogue through reviews and forward planning meetings show that staff contribute towards planning and review cycle as appropriate. * New Health And Wellbeing planning format (Healthy Schools – cluster work) will look at wellbeing indicators. Forward plans, observations and learning visits will evidence reference to the wellbeing indicators. * RSHP information to continue to be refined. Letters to be sent out at least 2 weeks prior to any sensitive lessons being taught. Letters containing word banks to be included. * Staff are familiar with, and adhere to updated Child Protection policy evidenced in self-learning units. | * N/A | Ongoing (see tracking and monitoring calendar) |
| To ensure that school charter is in place focussed on children’s rights. | **ACTIVITY:** Charters to be displayed in every classroom.  SIMD information to be shared with staff annually to raise awareness around equity interventions.  Pupil survey to be completed. | * ASPs, CSPs, Child Protection and minutes from meetings show that HT & PT can undertake the role of Lead Professional / Named Person. * Identified pupils from SIMD 1-3 who may benefit from further interventions will be offered priority places on lunchtime / after school clubs which relate to HWB indicators. * RRS monitoring evidence shows whole school charter in use to encourage respectful behaviour and reflect on inappropriate behaviour. * Classroom observations, pupil/parent feedback and playground observations will evidence pupil’s awareness and acknowlegdement of *Rights Respecting Schools.* * Children have a deeper understanding of rights and show respect towards the rights of others, evidenced in records restorative discussions. * Results from pupil surveys are clearly evident and directly link into the development of the wholeschool positive relationships/Rights Respecting Schools policies . * Pupils will engage in the Rights Respecting School’s Accreditation Process, culminating in achieving Rights Respecting Schools Status. * Growth Mindset - Pupils gain and develop a positive approach to their learning with a ‘can do’ attitude. | * RRS accreditation process, funded from school budget. | March 2019 |
| To improve life chances for our most vulnerable learners | **ACTIVITY:** Any staff outstanding should complete the Solihull training. | * All staff will attend 2 day Solihull training | * Cover funded from school budget. | December 2018 |
| To ensure that evidence of Nurture can be seen in inclusive and respectful atmosphere. | **ACTIVITY:** HNIOS to be completed as part of the evaluation and review process.  Al classes to engage in daily mindfulness at 1pm each day, but mindfulness to be embedded in further ways as appropriate. | * All stakeholders will engage with How Nurturing Is Our School self-evaluation tool. * All staff will engage in an evaluation of our whole school, outdoor learning areas (including Cambusnethan Woods) and classroom environments. Provision of guidance and support will be given on the implementation of ‘Positive Learning Environments’. * A nurture room area will be developed further. | * N/A * Do Be Mindful resource to be purchased to support and embed mindfulness throughout school (School Budget/Fund) * School Budget or fundraising if appropriate. | March 2019 |
| To provide learning opportunities which are carefully planned and evidence engagement with principles of nurture. | **ACTIVITY:** Self evaluations ongoing in relation to HGIOS 4 (see above) | * Identified pupils from SIMD 1-3 who may benefit from further interventions will be offered priority places on breakfast / lunchtime / after school clubs which relate to HWB indicators * A bank of ideas/resources for relaxation, including recovery techniques will be developed. * An ‘Emotional Wellbeing Week’ will be hosted in school. * Evaluations will highlight the impact of the Nurturing School approaches through feedback/questionnaires from pupils, staff and parents. | * N/A | Ongoing throughout year. |
| To ensure learners are learning within positive settings which promote security and routines. | **ACTIVITY:** Pupils will engage in Learning Tree communities in term between Aug – Dec and then again between Jan – March (2 x 4 week blocks)  Pupil council to meet once per term (minimum) and more frequently as required. | * Workshops will be provided around the following principals: * Behaviour as communication * Nurturing teaching styles * Parents will engage in workshop on ‘Our Nurturing School’. * Children will continue to have a voice through groups such as Pupil Council , learning tree communities | * School Budget / fund as required | Aug – Dec 2018  Jan – March 2019 |
| Learners, staff and parents have positive relationships built on trust. | **ACTIVITY:** Staff to monitor CPD Manager for relevant courses. | * CLPL opportunities will continue to be provided for all staff on the principles of Nurture. | * School budget as required. | Ongoing |

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| **IMPROVEMENT PRIORITY 2:** | Improve attainment outcomes for learners through the sharing of practice, through periodic and collaborative moderation practices, and through the development of a more consistent approach to assessment in Numeracy. Interventions will be targeted in order to ensure higher attainment in Numeracy. (QI 3.2, 2.3) | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Elinor Henderson (Numeracy and Maths Coordinator) & SMT** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| 3.2  2.3 | | 1. Early Intervention and prevention  4. Targeted approach to Numeracy  7. Using evidence and data | 2. teacher professionalism  4. Assessment of children’s progress | 1. Improvement in attainment (Numeracy)  2. Closing the attainment gap between the most and least disadvantaged children | 1. Improvement in attainment (numeracy)  2. Closing the attainment gap between the most and least disadvantaged children | Article 28 (right to education)  Every child has the right to an education.  Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity  and their rights. Richer countries must help  poorer countries achieve this. |

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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? |
| All pupils will progress at an appropriate pace as they benefit from informed confident teaching due to teachers’ increased understanding of standards and professional judgements around progress, and from teachers using assessment information and progression frameworks more effectively. | **ACTIVITY:** Numeracy policy to be updated  **ACTIVITY:** SNSA assessments to be completed Circa May 2019 | * Following shared inset activities, then feedback, tracking, learning visits and sampling of pupils, indicate the benefits of the moderation activities both within and beyond schools. * The use of Number Talks, SEAL, MALT and Numicon will be written into Numeracy Policy and will be used throughout school as appropriate. * More pupils will be more confident, higher attaining achievers; evidenced by monitoring, observation, sharing of practice, and data from previous CEM assessments and current SNSA. | * SEAL purchased as part of year 1 (PEF) * MALT & Number Talks provided as Universal Offer (SAC) * Budget for additional resources | SEAL & MALT ongoing  Data to be discussed at tracking and monitoring meetings (see tracking and monitoring calendar)  SNSA May 2019 |
| All children will be appropriately challenged through teachers’ increased expertise in planning progressive numeracy activities, leading mental agility sessions and embedding successful stages of early mathematical learning. | **ACTIVITY:** All staff to ensure mental agility / number talks are built into daily lessons | * The periodic collaborative moderation activities over the session show increased teacher confidence in planning better progress. * Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children are learning and progressing; as evidenced in staff discussions, plans, and moderation activities. | * SEAL purchased as part of year 1 (PEF) * MALT & Number Talks provided as Universal Offer (SAC) * Budget for additional resources | Ongoing |
| Identified pupils, including those from SIMD 1-3 who are not attaining as expected, will have further opportunities to develop their numeracy skills through appropriate interventions | **ACTIVITY:** Staff to look for opportunities to plan / implement:   * honed mental agility sessions and extra-curricular clubs, including: * Family learning sessions * Parental Workshops * Mentoring work with High School students and other locality-based interventions | * Tracking of progress is more robust, and includes identification of where effective interventions need made, thus ensuring more continuous progress in numeracy. * Pupils not attaining as expected will be identified, will participate in additional supported activities, and will make gains; as evidenced by pupil feedback and by benchmarking / SEAL Assessments. * A Numeracy support pathway will be created establishing assessments, interventions, strategies and resources, with . * There is shared underansting of effective mental agility strategies across teachers, pupils, parents and sectors. | * MALT & Number Talks provided as Universal Offer (SAC) * Budget for additional resources / lets for after school activities * Developed through shared inset and moderation, and evidenced in community feedback. | September – October 2018 |
| To extend staff knowledge  of SEAL planning,  learning, teaching and  assessment approaches in P1 and P2.  Investigate usefulness of  this throughout school – especially to target pupils with need. | **ACTIVITY:** Pilot groups (Stuart MacNab, Karen Grant and Susan Bauer) to give feedback from SEAL pilot. Intervention to be extended to learners in P6/7/1/2  SEAL / MALT assessments to be completed to confirm need for intervention | * Pupils not attaining as expected will be identified, will participate in additional supported activities, and will make gains; as evidenced by pupil feedback and by benchmarking / SEAL Assessments. * Staff confidence will grow in terms of using the resource | * SEAL resources and additional resources bought through PEF year 1. * MALT – Universal Offer (more may be purchased through budget) | September – October 2018 |
| To extend staff knowledge of MALT assessments in identifying children who are not attaining as expected. | SEAL / MALT assessments to be completed to confirm need for intervention | * MALT assessments to be used formatively to identify next steps in learning, for pupils who are not attaining as expected. | * See above | August – September 2018  Than repeated assessment to measure progress at checkpoints (see tracking and monitoring calendar) |

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| **IMPROVEMENT PRIORITY 3:** | Improve learning and teaching of **Science**, Technology, Engineering, **Mathematics** by developing a whole school approach to providing STEM experiences throughout school and cluster.  (Science should be the main focus for year 1/2, and Mathematics will cross over into Numeracy priority above) | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Susan Bauer (Science and Technology Coordinator) & SMT** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| (QI 3.2, 2.3, 2.5) | | N/A | 1. Teacher professionalism 2. School improvement | Improvement in attainment (numeracy)   1. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. Improvement in attainment (numeracy) 2. Improvement in employability skills and sustained, positive school leaver destinations for all young people. | Article 28 (right to education)  Every child has the right to an education.  Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.  Article 29 (goals of education) Education must develop every child’s  personality, talents and abilities to the full. It must encourage the child’s respect  for human rights, as well as respect for their parents, their own and other  cultures, and the environment. |

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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 sufficiently  Resource STEM in order to ensure scientific enquiry and investigative work can be carried out and accessed by staff and pupils | **ACTIVITY:** Conduct a subject resources audit to improve Science resource  provision across the school and ensure that all areas of study are  sufficiently resourced to promote scientific enquiry and  investigation. All resources to be easily accessible and managed  by staff. | * Audit * Staff / Pupil questionnaires | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | August – September 2018 |
| To increase staff confidence in delivery of enquiry / investigation based Science  activities in learning and teaching time. | **ACTIVITY:** Conduct staff / pupil questionnaire to establish staff confidences and skill sets in teaching Science and investigation and to establish pupil experiences of investigations. | * questionnaire | N/A | September 2018 |
| To improve the quality of external visitors and agencies that the  school is linked with that promote and immerse the children in Science education / investigation. (Develop discussed partnerships with Cluster STEM mentors) | **ACTIVITY:** Brainstorm possible opportunities for collaboration across learning communities, cluster and family groups and for collaboration between authorities. | * Record of collaboration will detail the interactions and number of agencies consulted with over the year. | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | September 2018 |
| To increase staff confidence in delivery of enquiry / investigation based Science  activities in learning and teaching time. | **ACTIVITY:** Conduct a science self-evaluation – based upon HGIOS 4 INDICATORS (above) | * more varied approaches to learning and teaching observed * Observations / peer / SMT * Staff questionnaire before implementing focused Science and then again after input. | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | September/October 2018  May 2019 |
| To raise awareness of investigative skills and the components required to conduct a scientific investigation amongst P7 pupils. | **ACTIVITY:** Establish partnership with Clyde Valley High School Science  Department to support and improve teaching of investigation and  enquiry in P7. | * greater engagement of learners, possibly with aspirations to pursue a career in science, technology or engineering witnessed during observations / learner conversations | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | Ongoing |
| To improve Science lesson planning across the school to ensure an emphasis is placed upon Scientific Enquiry and  Investigation. Focus to be placed on children up levelling their skills and relating investigations to life situations.  To develop further the range of pedagogic and assessment skills of all primary teachers within the cluster in science and technology contexts | **ACTIVITY:** Have staff meeting to discuss how to plan science  units of work, pro-forma for planning, cross- curricular links,  creative ideas, recording methods (Tiered and progressive through  the school) – expectations of science teaching. | * more science and technology activities in classrooms evidenced at learning visits / tracking and monitoring * more varied approaches to learning and teaching evidenced at learning visits / discussions with staff * assessments will demonstrate increasing pupil engagement in, attitude towards, understanding and knowledge of, science and higher order problem solving skills | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | November Inset 2018  May Inset 2019  (Relevant SIP meetings intermittently between these dates) |
| All children will have an increased awareness of investigative skills and the components required to conduct a scientific investigation | **ACTIVITY:** Ensure jotter and planning monitoring takes place to ensure  regular coverage of Science across the curriculum and that  frequent opportunity for investigation and enquiry is given in  lesson time. | Majority of Science teaching observed to be  providing a larger emphasis on scientific  enquiry and developing pupils’ knowledge of investigation.   * Jotter monitoring * Classroom/peer observation * Learner conversations | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | Ongoing (see tracking and monitoring calendar) |
| To involve children more in their own Science learning. | **ACTIVITY:** Develop use of children’s question boards / working  walls in every classroom. Discuss in staff meetings and discuss | * Observations show: * Science will have a larger visual presence throughout school with classroom and shared area displays promoting investigative skills and scientific learning. * All classrooms have a clear and purposeful Science display relevant to topic being studied and promoting scientific enquiry / investigation. | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | Ongoing |
| To implement a whole school Science Policy to outline expectations and overview of what the teaching of Science should look like in our school. | **ACTIVITY**: Assign groups to develop different pathways / policy for Science and Technology using existing bundles as a starting point. | * Policy revised during self evaluation. | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | April 2019 |
| To enrich the Science curriculum and raise the profile of Science  within school. | **ACTIVITY:** All classrooms to have a purposeful and relevant  Science display, showing evidence of pupil work and scientific  enquiry / investigation.  Organise school Science events / school Science Investigation week / STEM Week? | * Science pathways will directly link with benchmarks.   These will be revised at SIP meetings and INSET as required. | * SSERC cluster funding * Commit time for residential and any cover from school budget (cannot use SSERC funding for this) * Resources bought from Budget / Fund as required | March/April 2019 |

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