

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2018-19**

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| **School/Establishment:** | New Monkland Primary and Nursery Class |
| **Date Submitted:** | 4.6.18 |

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

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| **Pupil Equity Fund Allocation:** |  £27,600 |

**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**

**New Monkland Primary and Nursery Class Vision, Values and Aims**

Our vision was updated this session to incorporate Rights Respecting Schools. This is shared will all new parents at nursery and Primary 1 induction events and is embedded on banners on our school website and twitter feed.

**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.

Our school uses a variety of approaches to communicate and engage with parents, including letters, open evening, parents’ reporting sessions, self-evaluation questionnaires, twitter and school website.

Parents are consulted regarding areas within the SIP and changes to reflect national and local guidelines. For example, parents were asked to review and evaluate homework and consulted on which charities we should support. Parents, and indeed all stakeholders, were given information on our work towards Rights Respecting School status and were invited to an information open afternoon. An initial questionnaire was used to give a baseline of information.

We consult regularly through the PTA and Parent Council as a focus group on ways to engage with parents in order to support their child’s learning. We continue to try new ways to support and engage families and parents. This year, the Parent Council worked alongside the school to organise an Internet Safety Information Session for all parents in conjunction with Police Scotland. We offered a drop-in sessions for P1-3 parents around support at home along with the distribution of Read, Write, Count bags. The PTA and Parent Council continue to support the school through organising events for fundraising.

This session, the Pupil Equity Fund was used to support parental engagement with targeted group. This was successful and will continue to be implemented next session.

Our school follows North Lanarkshire policies in relation to equity and inclusion.

All staff have had training on GIRFEC and creating GIRFME plans. All staff are involved in the pastoral care of our pupils and are aware of differing needs and how to support them.

We have an open door policy and clear complaints procedure.

We continue to foster school and community links. This session we worked with the local Church and P4-7 attended the community café prior to Christmas. Our internet safety afternoon and evening, was well attended by the community. Further engagement is promoted by participation in open days and attending community events.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Our school is complimented on the nurturing and caring ethos we promote through positive relationships with our pupils.

Most children are highly motivated and engaged in their learning.

Children’s achievements are recognised and promoted through twitter, weekly assemblies and our ‘Achievement Wall.’

A range of resources, including ICT, are used to engage and motivate children. These are renewed on a regular basis.

Children are becoming increasingly involved in meaningful peer and self-assessment in all curricular areas and regularly review learning through journals and ICT. Most children are aware of their areas of learning and next steps through self and peer assessment and shared learning intentions and success criteria.

Our children are regularly encouraged to take on leadership roles across the school through buddies, monitors, house captains and pupil voice groups. Children are involved in self-evaluation for improvement within our school and are consulted during Pupil Voice assemblies.

We have forged positive links with partner agencies, including CLD, to ensure best outcomes for our young people.

Staff confidence continues to increase in both the use of data, and in making professional judgements regarding achievement of levels.

Staff are increasingly using SIMD data, GIRFEC overviews and transition documentation to ensure continuity of learning for all pupils.

**2018-19 Improvement Plan**

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| **Establishment Priority 1:** | Improve assessment and moderation processes for school, cluster and authority level to raise attainment in writing. |
| **Establishment Priority 2:** | Further promote and engage in partnership working and parental engagement |
| **Establishment Priority 3:** | To review progression pathway in Expressive Arts to ensure coherence and skills development for all learners. |
| **Establishment Priority 4:** | Maintenance Priority – separate planTo attain further recognition towards Rights Respecting Schools award – Silver award |

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)*.* | *We will be working towards gaining our Silver Award for Rights Respecting Schools.* |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life
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| 1. Developing as a community of faith and learning
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| 1. Promoting Gospel Values
 |
| 1. Celebrating and Worshiping
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| 1. Serving the common good.
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| **IMPROVEMENT PRIORITY 1:** | Improve assessment and moderation processes for school, cluster and authority level to raise attainment in writing. |
| **Person(s) Responsible** Who will be leading the improvement? | **Mary Reid (QAMSO) and Diane McLaughlin (Pedagogy Practitioner)** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.2- Curriculum2.3- Learning, Teaching and Assessment | 5 - Promoting a high quality learning experience11 - Professional learning and leadership | 2 - Teacher Professionalism4 - Assessment of Children’s Progress6 - Performance Information | 1 - School Leadership | 1 - Improvement in attainment, particularly literacy and numeracy | Article 28 – the right to educationArticle 29 – goals of education |

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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 learners will be confident in their ability to plan and assess next steps in learning. | Selected staff to attend and complete authority led training.Pedagogy Practitioner to disseminate a consistent message in relation to pedagogical practice.Selected staff to attend national led events and disseminate information across cluster through PP meetings | Staff will gain further knowledge and understanding through regular opportunities about assessment and moderation procedures/strategies. | Resources from Pedagogy Practitioner Cluster staff training.ADHT funded through PEF (£13,271) | Aug 2018 – March 2019 |
| All learners will have sound understanding of assessment is for learning strategies throughout the early, first, second, third and fourth level. | All staff to implement assessment is for learning strategies for each Cfe level across the school. | Jotter monitoring timetableLearner FeedbackAssessment jottersPeriodic assessments | Assessment jotters | Aug 2018 – June 2019 |
| All learners will be more confident in terms of speaking about their learning journey to teaching, non-teaching staff, parents/carers and visitors of the school. | All staff to identify and share clear LI and SC to all learners, including HOTS in order to identify next steps in learning. | Focus groupsTeacher, self and peer assessmentLearning JournalsLearning conversations – increased staff and pupil confidence in learning conversations about progress towards, and achievement of a level.Pupil Voice groupsPeer and self assessment | Learning JournalsPupil Voice groupsJotter monitoring | Aug 2018 – June 2019 |
| Staff will be able to engage in professional dialogue through a range of planned school, cluster and authority based events - working in levels with other colleagues to ensure assessments are valid, reliable and to minimise inconsistencies across a level. Interventions will be identified and targeted earlier for learners. | Staff attendance at a range of planned assessment and moderation events, in school, within the cluster and within authority.Seek to extend moderation through West Partnership. | Staff will gain knowledge and understanding and have a more consistent approach to assigning levels through the BGE. Tracking meetings and ASL meetings will support identifying targeted groups earlier. | Cluster/Authority planned events to take place throughout In-Service calendar. | Nov Inset, Feb Inset, May Inset. |

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

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| **IMPROVEMENT PRIORITY 2:** | Further promote and engage in partnership working through parental engagement and family learning. |
| **Person(s) Responsible** Who will be leading the improvement? | **All teaching staff** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1 – Self-Evaluation for Self-Improvement1.2 - Leadership of learning2.5 - Family learning2.7 - Partnerships3.2 - Raising attainment and achievement | 1. Early intervention and prevention9. Engaging beyond the school10. Partnership Working | 3. Parental Engagement5. School Improvement | 1.Improvement in attainment, particularly in Literacy and Numeracy.2.Closing the attainment gap between the most and least disadvantaged children. | 1. Improvement in attainment, particularly literacy and numeracy2. Closing the attainment gap between the most and least disadvantaged children3. Improvement in children and young people’s health and wellbeing | Article 5 – parental guidance and a child’s evolving capacitiesArticle 12 – respect for the views of the childArticle 29 – goals of educationArticle 42 – knowledge of rights |

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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? |
| Targeted group of pupils will be identified and literacy attainment will be supported through small group/individual intervention. | ELP will work with a targeted group of individuals/parents to support early literacy development. | Attendance at sessions will be monitored.One to one engagement with familiesQuestionnaire from parents | PoliciesSelf-evaluation DataPEF – Early Learning Practitioner (£18,404 – 17.5 hours per week) | Ongoing throughout the year |
| All pupils will be involved in further development of pupil voice groups across the school, focused on decision making and school improvement. Parents will have further opportunities to have an input into school improvement through planned events. | Pupil Voice groups will consult on school improvement throughout the year.Digital technologies will be used to record ideas.Planned opportunities for parent engagement on school improvement. | Teacher’s plans will show opportunities for learners to learn how to make informed choices and contribute to whole school improvements. Minutes of pupil voice meetingsData/ Observation/ Views   | PlanningWhole school community | May ‘19 |
| More opportunities will be offered for parents to engage in pupil learning both in school/nursery and at home, with an initial focus on literacy. | Home work links with learn at home ideasClass visitsStay and learn sessionsClass assemblies for P4-7 | Recording in homework jotters/pictures/models etcShared learning experiences discussed Feedback from learning sessions/assemblies  | Links with SALT to provide parent workshops. | May ‘19 |
| All stakeholders will work together to create a school motto based on the school vision and values. | Pupil Voice assemblies and parental consultation  |  | New motto logo displayed |  |
| Parents will be provided with more opportunities to discuss their child’s learning with school staff through reviewed reporting procedures. | Increased parental meetings and simplified report at end of term. | Feedback from parentsSelf evaluation questionnaire | Samples of reporting | May ‘19 |
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| **Evaluative Statement & Actual Impact/ Evidence** |
| **November** |  |
| **February** |  |
| **May** |  |

Priority 3 is subject to work being carried out in the school in relation to a Cooking Kitchen. Timescales have been approved to date, but an additional priority has been included incase work is delayed.

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| **IMPROVEMENT PRIORITY 3:** | To review progression pathway in Expressive Arts to ensure coherence and skills development for all learners. To review progression pathway in Food and Health to ensure coherence and skills development for all learners.  |
| **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)** |
| 2.2 Curriculum2.3 Learning, Teaching and Assessment | 5.Promoting a high quality learning experiences3. Promoting health lifestyles11. Professional learning and leadership | 2. Teacher professionalism5. School Improvement | 1. Improvement in attainment, particularly in literacy3. Improvement in children’s and young people’s health and wellbeing | 1. Improvement in attainment, particularly in literacy3. Improvement in children’s and young people’s health and wellbeing | Article 24 – health and health servicesArticle 29 – goals of educationArticle 31 – Leisure, play and culture |

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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? |
| Planned opportunities for staff CLPL in relation to drama/food and health will increase knowledge of benchmarks and skills development. | CLPL opportunities.Develop whole school planners for drama/food and health. | Teacher’s planningFeedback from CLPLProfessional dialogue on planning days | Audit current resources, gaps identified and new resourced purchased.Cooking kitchen installed and resourced. | Nov 2019 – audit completed and new resources identified |
| Learners’ confidence will increase through clear learning intentions, success criteria and HOTS being further developed through drama/food and health. | Provide professional learning for staff in drama/food and health.Sourced CLPL opportunities will be shared with all staff and discussion of pedagogy will be facilitated. | Level of engagement in professional discussion and CLPL opportunitiesClassroom observationsPlanning days feedback Self and peer assessment  | CPD budget for staff training, e.g Drama box/Cooking Bus | Nov 2019 - Calendar of CLPL shared and booked |
| Plans will clearly show links with drama/food and health and the four contexts of learning. | Teachers planning to include drama/food and health focus topics or links with IDL | Teacher’s planning and planning days feedback |  | Ongoing – May 2019 |
| Pupil’s full potential will be supported through clear progressive pathways in drama/ health and wellbeing will be promoted further through increased food and health opportunities. |  | Class visitsLearner feedbackHealth and Wellbeing tracking  |  | Ongoing – May 2019 |
| Health and wellbeing will be promoted further through food and health programme and include parental links. | Twitter feed to share practiseHome links created for food and health ideas to share at home | Feedback from staff, pupils, parents |  |  |

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