



Driving Equity and Excellence

**Improvement Planning
Session 2017-18**

School/Establishment: **Noble Primary School**

Date submitted: **June 2017**



Noble Primary School: Our Vision, Values and Aims

(Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership)

Our Vision: *At Noble Primary School, we want to work together to create learning experiences that are exciting, challenging and relevant; that encourage all learners to be ambitious, work hard, be honest, believe in themselves, and achieve their fullest potential.*

Our Values: **Respect, Achievement, Honesty, Resilience**

Our Aims:

- To create an inclusive, safe and nurturing learning environment, where everyone is treated equally and everyone's rights respected.
- To work together to create opportunities for our learners to develop as confident individuals, effective contributors and responsible citizens.
- To develop a progressive, challenging and meaningful curriculum, providing learning experiences that enable all learners to develop skills for learning, life and work.
- To establish effective partnerships between school and home, partner agencies and the wider community to reinforce our core values and empower our children to become successful learners
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

Reviewed: May 2

Rationale for Improvement Plan

Our rationale for improvement takes cognisance of our local context, our self-evaluation and the National Improvement Framework. Just over 56% of children live within SIMD 1-3 which indicates a high level of deprivation. We have embraced the Scottish Attainment Challenge and as a staff, we are fully committed ensuring that we provide the best possible learning experiences for our children. An audit of last year's improvement plan has shown that we have taken steps towards developing and improving learners' experiences in numeracy, literacy and health and wellbeing. Our self-evaluation and assessment data indicates that we should continue to focus on these areas, however with a tighter focus within the curricular areas, to ensure maximum impact. To assist us in making sound professional judgements, we will continue to make best use of the attainment data available to us, through staff training and professional discussions and moderation. We believe that by focussing on our approaches to learning, teaching, assessment and moderation by using the new Benchmarks for Numeracy and Literacy, will ensure effective classroom differentiation and enable appropriately targeted intervention to be in place for those children who require additional support, including those children living in SIMD 1-3.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of North Lanarkshire's Aspire priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners. Current national priorities, as outlined in the NIF, have also been considered (see below):

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Details of engagement with parents/carers

To assist us in identifying our school improvement priorities, we consulted with parents/carers through 'Noble's Big Conversation' using questionnaires, SWOT analysis, School Improvement Focus Group and engagement with Parent Council. From the School Improvement Focus Group, key areas for future improvement included developing our outdoor learning provision, continuing to have a clear focus on raising attainment in literacy and numeracy, forming more partnerships within the community to enhance our curriculum and continuing to promote positive health and wellbeing. We will also work in partnership with our Community Learning and Development Worker to identify ways to engage with our hard to reach parents as well as offering family learning opportunities.

Details of engagement with learners

All learners were consulted through our 'Big Conversation' focus. Each class contributed to answering three core questions - What makes our school a good place to learn? What would make it even better? What makes a good lesson? From collating the results, it became clear that pupils also wanted more opportunities to learn outdoors. Furthermore, pupils wanted to increase the use of ICT to support learning, update general resources and update playground activities. Some of these areas will be incorporated into the school improvement agenda and other items, taken forward by the Pupil Council.

Engaging with learners is central to the evaluation process. Next session, we will ensure Pupil Voice is central to our developments through Pupil Council meetings and Pupil Focus Group

2017-18 Improvement Plan

Improvement Priority 1:

To improve attainment in reading for all learners through the development of effective planning, learning, teaching and assessment. Appropriately targeted interventions will address any attainment gaps identified.

Improvement Priority 2:

To improve attainment in numeracy for all learners by embedding our approaches to mental agility and developing effective planning, learning, teaching and assessment. Appropriately targeted interventions will address any attainment gaps identified.

Improvement Priority 3:

To improve learners' health and wellbeing with a focus on developing approaches to nurture and outdoor learning.

Pupil Equity Fund interventions and intended impact

Intervention	Details	PEF allocation	Possible Impact
Social and emotional wellbeing Promoting healthy lifestyles	School to target individual/groups of children who would benefit from nurture type activities in addition to classroom experiences.	0.94 additional staffing to be used to allow Principal Teacher to lead groups in Nurture & Seasons for Growth. All staff to be trained in Solihull Approach.	<ul style="list-style-type: none"> ✓ Benchmark assessment (eg. Boxall, or other Health and Wellbeing pre-and post-assessment to be used). ✓ Improvement in pupil's confidence and self-esteem
Partnership working Engaging beyond the school	Numeracy, Literacy and Health and Wellbeing workshops linked to school's key priorities to support identified families.	0.2 Family Link Worker + CLD Worker	<ul style="list-style-type: none"> ✓ Improvement in level of support at home.
Using evidence and data Targeted approaches to literacy and numeracy	P1-3 staff to be trained in Maths Recovery. Identify training in Catch Up Numeracy. Continuation of Rainbow Reading Continuation of Wave 3 for targeted pupils Maths intervention to be identified.	PEF allocation to be used for CLPL. Additional staffing to be used to allow Principal Teacher to lead support groups/release staff to develop approaches to learning and teaching.	<ul style="list-style-type: none"> ✓ Teaching staff have an increased understanding of stages of early numeracy development and are able to employ strategies to support learners. ✓ Assessments for reading show that targeted interventions are working as pupils make progress.
Differentiated support Promoting high-quality learning experience	Focus on high quality learning experiences particularly in literacy, numeracy and health and wellbeing.	PEF allocation to be used to fund resources, CLPL opportunities. Additional staffing to be used to release staff to visit cluster primary schools and share practice.	<ul style="list-style-type: none"> ✓ Pupils are well supported in their learning and making appropriate progress. ✓ Good practice shared in learning and teaching across Bellshill Academy cluster.
Using evidence and data	School to purchase assessments in literacy, numeracy, health and wellbeing to support teacher assessment.	GL assessments to be purchased in reading, maths, health and wellbeing.	<ul style="list-style-type: none"> ✓ Assessments will be used to provide assessment data to track and monitor pupil progress.
Promoting a high-quality learning experience	Enhanced music provision	0.1 Music Instructor	<ul style="list-style-type: none"> ✓ Greater number of pupils participating in instrumental instruction.

Improvement Priority 1:	Outcome(s) What do we want to achieve?	Measures of Success which include performance data, quality indicators and stakeholders' views	Timescale What are the key dates for implementation? When will outcomes be measured?	PEF (✓ if appropriate)	Person(s) Responsible Who will be leading the improvement?
To improve attainment in reading for all learners through the development of effective planning, learning, teaching and assessment. Appropriately targeted interventions will address any attainment gaps identified.	All pupils will be working with appropriately challenging texts following consistent use of formative and summative assessment information including PM Benchmarking, NGRT and CEM data.	Data from formal assessments is shared and discussed with staff and used to determine the appropriate level of text and to plan additional support for individual children as required. All staff are confident in using PM Benchmarking, running records, and classroom assessment to confirm their judgement of pupil progress or as a diagnostic assessment. Effective use of diagnostic assessment such as YARC and PhAB 2 to identify literacy difficulties and next steps. Pupils in need of support will be supported effectively in class.	Pupil Progress Meetings - Sept 2017 Nov 2017 Feb 2018 May 2018	✓	All staff to use range of assessment data to inform learning and teaching.
	All pupils will benefit from a consistent approach to teaching reading across the school. Read to write tasks will be varied, challenging and support independent writing.	Observations, moderation of daily writing jotters and discussions with learners show that pupils are given opportunities through reading to write tasks to develop higher order thinking. SLT and peer learning visits, show that teachers use effective questioning to support and challenge all learners. At all levels, monitoring of all jotters and formal/informal classroom visits will show that pupils are using reading as a context for writing. The literacy environment is utilised to support independent reading and writing.	CLPL opportunities to be identified including VERP. Ongoing	✓	All staff to contribute to sharing and developing resources.
	Pupils at Early, First and Second Level will have increased opportunities to work with a range of texts, appropriate to their level, as we introduce a variety of short stories including big books, poems, media, non-fiction texts into our reading programme.	At the early level, teachers make good use of literacy across the curriculum to enrich learners' experience. Observations, pupil/staff discussions indicate that children at first and second level are engaged in a variety of texts. Teacher planning shows that non-fiction texts are being planned for as part of Interdisciplinary Learning, where appropriate.	Planning discussions: September November January April	✓	Carolyn Mitchell (PT) and Workin Party to identify resources.
	All pupils will progress at an appropriate pace of learning due to teachers' increased understanding of standards and professional judgements around progress, and achievement of a level.	Pupil progress discussions and observations show that most pupils are making progress in their learning. Staff are confident in making judgements about pupil progress using moderation and the national Benchmarks. Discussions with learners show that pupils are aware of their learning targets through effective use of peer, self and teacher assessment.	By June 2018		All staff
	Identified pupils, including those living in SIMD 1-3 who are not attaining as expected, will have further opportunities to develop their reading skills through the following interventions: 1. Effective classroom differentiation which include using alternative reading material. 2. Effective use of ICT to support learning (eg. IDL Cloud) 3. Participation in family learning programme focussing on reading. 4. Implementation of mini-rainbows in P1. 5. Continuation of Wave 3 programme (P2/P3) 6. Continuation of Rainbow Reading (P2-7)	Observations, pupils progress discussions and assessment data is used to ensure timeous and effective staged intervention is applied to support and challenge all learners. All learners with additional support needs will be effectively supported in classrooms. Data shows that most children are making progress in reading. Monitoring of Additional Support Planning shows that SMART targets are identified and appropriate strategies are employed and making a difference to pupil progress. Pupil progress is tracked and monitored to ensure interventions are effective and appropriate.	Staff training -TBC Pupil Progress Meetings - Sept 2017 Nov 2017 Feb 2018 May 2018	✓	All staff will have interventions to be overseen by Carolyn Mitchell (PT) and Margaret Bruce

	7. Read, Write, Inc (P5-7)				
--	----------------------------	--	--	--	--

Checkpoint	Next Steps
Nov 2017	
Feb 2018	
May 2018	

Improvement Priority 2:	Outcome(s) What do we want to achieve?	Measures of Success which include performance data, quality indicators and stakeholders' views	Timescale What are the key dates for implementation? When will outcomes be measured?	PEF (✓ if appropriate)	Person(s) Responsible Who will be leading improvement?
To improve attainment in numeracy for all learners by embedding our approaches to mental agility and developing effective planning, learning, teaching and assessment. Appropriately targeted interventions will address any attainment gaps identified.	All pupils will show an increase in their mental agility skills through the development of our mental maths programme, with daily opportunities to develop mental maths strategies.	Evidence from learning visits, assessment data and conversations with learners show that a progressive programme is in place. Observations of classroom practice show that all maths lessons incorporate the development of pupil's mental agility through mental maths, with teachers using effective questioning to promote higher order thinking skills. Classroom assessment and standardised assessment information shows that pupils can apply mental agility strategies to solve mental calculations.	Implemented in all classes before October 2017	✓	HT, Cara Morrison, Number Talks Champ all staff
	All pupils will progress at an appropriate pace as teachers use four feature planning, assessment information and progression frameworks (Benchmarks) to plan learning effectively. Staff participate in moderation and sharing of good practice across the Bellshill Academy Cluster.	Progression pathway being followed by all staff. Moderation of four feature planning shows that teachers use a range of active learning approaches to plan and assess learning effectively to meet learners' needs. Learning visits demonstrate that pace of learning is appropriate, and previous learning has been taken into consideration at the planning stage. Self, peer and teacher assessment is used effectively for learners to reflect on their learning targets and plan next steps. Evidence of this will be in jotter work and in discussions with pupils.	Planning dates: August October January April Cluster inset: Nov/Feb	✓	Head Teacher + All s
	All pupils will have increased opportunities for using Numeracy across the curriculum and apply Numeracy skills in relevant and meaningful contexts, including outdoor learning.	Evidence from four feature planning for maths and IDL shows that teachers utilise a range of contexts to develop numeracy across learning eg. Money skills in enterprise, playful learning experiences, information handling in social studies. Learning visits, discussions with learners, wall displays, holistic assessments and jotter observations evidence that pupils can apply learning in a range of contexts.	Staff training to be identified eg. Sharing good practice, CLPL, professional reading. By March 2018	✓	All staff
	Identified pupils, including those living in SIMD 1-3 who are not attaining as expected, will have further opportunities to develop their reading skills through the following interventions: <ol style="list-style-type: none">1. Effective classroom differentiation2. Effective use of ICT to support learning (including Sumdog)3. Maths and Numeracy Support Group4. Participation in family learning programme focussing on developing numeracy skills	Observations, pupil progress discussions and assessment data is used to ensure timeous and effective staged intervention is applied to support and challenge all learners. SLT and teaching staff use assessment information to track, monitor and evaluate interventions to ensure there is value added. Monitoring of Additional Support Planning shows that SMART targets are identified and appropriate strategies are employed and making a difference to pupil progress. Learning visits show that teachers make good use of the learning environment through ICT, concrete materials, wall display, task boards to ensure learners are well supported in their learning.	Pupil Progress Meetings - Sept 2017 Nov 2017 Feb 2018 May 2018	Staff Training to be identified for Maths Recovery for P1-3. School to identify other resources to support learning. ✓	All staff with interventions being overseen by Carolyn Mitchell (PT) and Margaret Bruce (PT)

Checkpoint	Next Steps
Nov 2017	
Feb 2018	
May 2018	

Improvement Priority 3:	Outcome(s) <small>What do we want to achieve?</small>	Measures of Success <small>which include performance data, quality indicators and stakeholders' views</small>	Timescale <small>What are the key dates for implementation? When will outcomes be measured?</small>	PEF <small>(✓ if appropriate)</small>	Person(s) Responsible <small>Who will be leading improvement?</small>
To improve learners' health and wellbeing with a focus on developing approaches to nurture and outdoor learning.	All pupils will develop their understanding of the wellbeing indicators through the implementation of the Healthy School programme.	Learning visits and pupils learning discussions evidence that the HEALTHY schools programme is being implemented and as a result, pupils can discuss their learning confidently. Classroom wall displays and weekly assemblies reinforce the SHANARRI indicators.	Implement programme from August 2017	✓	Head Teacher + All s
	All pupils will understand their rights and rights respecting action through working towards the Rights Respecting School Award Level 1.	Observations and discussions with learners show that each classroom has their own agreed rights respecting charter which is referred to periodically. An audit and action plan has been agreed within a pupil focus group (as part of Making a Difference Groups).	Audit to be completed by October 2017 Recognition of Commitment to be achieved by February 2018		MAD Group Leaders be identified)
	All staff will benefit from CLPL opportunities to enhance their professional knowledge and understanding of nurture Eg. Solihull approach.	Evaluations of CLPL show that all staff have an increased understanding of further developing a nurturing classroom/school environment.	Staff Training to be identified by February 2018.		All staff
	All pupils will benefit from teachers planning effective outdoor learning experiences as a context for learning.	Observations, learning discussions and evidence from teacher planning shows that the outdoor environment is being used to enhance learning. Monitoring over the session will show that all pupils have experienced an increase in outdoor learning.	Staff Training to be identified - professional reading, sharing good practice, CLPL opportunities. By February 2018		All staff
	Identified pupils, including those from SIMD 1-3 who may benefit from interventions will be offered the following: <ol style="list-style-type: none"> 1. Priority places at OOSHL Health and Fitness clubs. 2. Priority places at Active Schools' Sporting events. 3. Seasons for Growth 4. Health and Wellbeing Group with a focus on Nurture 5. Family learning programme supported by Family Link Worker. 	Tracking of the uptake of extra-curricular Health and Fitness clubs shows and increase in the number of participants within SIMD 1-3. Evaluations, observations and assessments will show an improvement in learner's wellbeing because of specific, targeted support.	Pupil Progress Meetings - Sept 2017 Nov 2017 Feb 2018 May 2018	✓	All staff with interventions being overseen by Carolyn Mitchell (PT) and Margaret Bruce (PT)

Checkpoint	Next Steps
Nov 2017	
Feb 2018	
May 2018	