**Improvement Plan**

**Part One: Strategic Overview**

**Session 2017/18**

**

Woodlands Primary School and Nursery Class

School/Nursery:

30th May 2017

Date Submitted to the Authority:

**Vision**

In Woodlands Primary School we strive to provide a safe and stimulating environment where children feel secure, safe, happy and are appreciated and valued. We believe that every child, irrespective of their differing needs and abilities, has the right to experience high quality learning and teaching and be provided with opportunities to reach their full potential. We are committed to working in partnership with pupils, parents and the local community to meet the needs of all learners and stakeholders.

**Values**

To ensure that every child reaches his/her potential, through effective teaching, monitoring and assessment, taking into account the differing needs and abilities of our pupils

To create a sense of pride and ownership in the school through the quality of the materials and equipment and by the rules and atmosphere created in the building and playground.

To work in partnership with parents, encouraging them to take an active role in the life of the school, ensuring that the needs of their child are met.

To provide equal opportunities for all and encourage each child to appreciate and respect the opinions and beliefs of others, irrespective of sex, race, religion, culture or disability.

To enable our children to enjoy and conserve the environment, contribute positively to society, and to raise awareness of living and working in the community.

To promote children’s rights in line with the United Nations Convention.

To encourage an ethos of respect – for yourself, for others and for property.

**School Vision and Values**

**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, are 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

Parents/carers have been asked to review the work of the school and identify areas for improvement through feedback at parents’ night using What Do We Do Well? and How Can We Improve? boards and through a graded questionnaire. They have been involved in developing new whole school policies for key aspects of learning and teaching as part of whole school improvement this session. The Parent Council are actively involved in regularly reviewing progress and impact of the school improvement plan and in identifying future priorities and have been involved in detailed discussion of PEF and this would best be used to support children and families to raise attainment.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Pupils have been asked to review the work of the school through learners’ conversations with class teachers, pupil focus groups with SMT and through an online questionnaire. They have been involved in developing new whole school policies for key aspects of learning and teaching as part of whole school improvement this session. The Pupil Action Group are actively involved in regularly reviewing the school improvement plan and how it has impacted on their learning. They have helped to identify future priorities for improvement and particularly around how we can best support their learning and help them to achieve.

**Improvement Priorities: Expressed as outcomes for learners**

**Improvement Priority 1:**

Year 2

To enhance the experiences of all learners through updated approaches to learning, teaching and assessment with particular focus on developing learners’ ability to use the language of assessment to evaluate their own skills and next steps for learning.

**Improvement Priority 2:**

Year 2

To ensure highest possible levels of attainment and achievement for all learners, with a focus on raising attainment in literacy and numeracy, attainment over time, quality of learners achievement and equity for all learners.

**Improvement Priority 3:**

Year 1

To improve learning and achievement for all children through parental engagement with families through family learning programmes and early intervention.

**Whole School Interventions**

Raised attainment in numeracy for all learners through consistent approaches to developing skills in number including mental maths, staff will use benchmarks at the end of each aspect of number taught to assess, monitor progress and plan for next steps. Lynda Keith (Specialist) will provide staff training and support.

Raised attainment in writing through implementation of whole school approaches to taught writing using Big Writing and opportunities for daily writing through creation of writing areas in every class.

Raised attainment in reading through introduction of core scheme for teaching skills with banded and novel approach used for application of skills.

Targeted support clubs outwith school day to provide additional teaching and support in core aspects of literacy and numeracy at each level for children and families to enhance attainment and encourage meaningful parental engagement, clubs would be facilitated by teacher staff outwith the school day.

Family Support Worker to work with children in families within the home and support the development of a parents drop in café to support parents to better support their children and improve health and well-being.

**Targeted Support for Groups/Individuals**

Rainbow Reading to support children to develop fluency and accuracy when reading.

Catch Up Numeracy to support small groups of children with core number skills.

Early Years Worker to support development of literacy and numeracy skills through play in early stages, working with small groups, classes and children and families.

Speech and Language Therapist to support children with language and communication difficulties to reach their potential and improve their attainment, work with staff to better understand challenges facing children with these difficulties and how best to support them in class.

**Pupil Equity Fund interventions and intended impact**

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| **Improvement Priority 1:** To enhance the experiences of all learners through updated approaches to learning, teaching and assessment with particular focus on developing learners’ ability to use the language of assessment to evaluate their own skills and next steps for learning.  NIF Priority: Improvement in attainment, particularly in literacy and numeracy & Closing the attainment gap, between the most and least disadvantaged children  NLC Priority: Supporting all children to reach their full potential & Improving the health, wellbeing and care of the communities  HGIOS?4 QIs: 2.2 Curriculum, 2.3 Learning, Teaching and Assessment | | | | | | |
| **Outcome(s)** | **PEF** (✓ if appropriate**)** | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | | | **Person(s) Responsible** | **Timescale** |
| Learners will take increasing responsibility as they become more independent in their learning. |  | The learning environment will build on positive, nurturing and appropriately challenging relationships leading to high quality learning outcomes.  Learners receive high quality feedback on their own learning, understand their progress and what they need to do to improve.  Learners are able to give effective feedback to peers on their learning and next steps. | **Data** – learning stories, learning logs, assessment books, CEM testing, PIPs, Benchmarking, PHAB tests, planning, feedback in jotters, self-assessment using pupil prompts, tracking and monitoring spreadsheet showing levels of attainment and progress, planning/tracking meetings with staff, minutes from meetings of Pupil Action Group, class and school big books of learning, learning ladders, assessment hamburgers, learning/skills walls, play diaries, displays.  **Observation** – classroom visits, peer visits, staff observation of pupils, pupil leadership within class and whole school.  **Views** – nursery observations, pupil focus groups, learner conversations, stay and play, parent meetings, Pupil Action Group.  **New Policy**  Self and Peer Assessment | | John Green, PT | August 2017 - May 2018 |
| The individual needs of all learners will be met through learning pathways that support children and young people to build on their prior learning, ensure appropriate progression for all learners and assessment that is integral to learning and teaching. | Targeted support clubs for core aspects of literacy and numeracy at each level of CFE. | There is a clear focus on developing skills of literacy, numeracy and health and well-being in a progressive way.  All learners will be able to confidently self and peer assess their own and others learning including their current strengths and next steps.  All learners will be able to track their own learning by identifying targets, recording progress, how they have demonstrated their learning and next steps.  Learners at all stages including nursery will be able to talk about their own learning with confidence. | John Green, PT | August 2017 - May 2018 |
| The individual needs of all learners at early level will be met through the provision of learning experiences which extend and sustain children’s interest, help them make decisions and develop their creativity, resilience and independence. | Early Years Worker to develop literacy and numeracy through play. | The learning environment will build on positive, nurturing and appropriately challenging relationships leading to high quality learning outcomes.  Children will be supported to make informed choices about their learning and will have a key role in leading their own learning.  Children can talk about their learning and achievements with practitioners and peers. | **Data** – learning stories, assessment books, planning, developmental milestones, children’s plans, planning/tracking meetings with staff, minutes from meetings of Pupil Action Group, learning ladders, assessment hamburgers, learning/skills walls, play diaries, big books.  **Observation** – classroom visits and staff observation of pupils.  **Views** – nursery observations, pupil focus groups, stay and play, parent meetings, Pupil Action Group. | | Nicola Ferguson, HT | August 2017 - May 2018 |
| **Checkpoint** | **Progress** | | | **Next Steps** | | |
| November 2017 |  | | |  | | |
| February 2018 |  | | |  | | |
| May 2018 |  | | |  | | |

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| **Improvement Priority 2:** To ensure highest possible levels of attainment and achievement for all learners, with a focus on raising attainment in literacy and numeracy, attainment over time, quality of learners achievement and equity for all learners.  NIF Priority: Improvement in attainment, particularly in literacy and numeracy & Closing the attainment gap, between the most and least disadvantaged children  NLC Priority: Supporting all children to reach their full potential & Improving the health, wellbeing and care of the communities  HGIOS?4 QIs: 1.2 Leadership of Learning, 1.3 Leadership of Change, 3.1 Ensuring Wellbeing, Equality and Inclusion & 3.2 Raising Attainment and Achievement | | | | | | |
| **Outcome(s)**  What do we want to achieve? | **PEF** (✓ if appropriate**)** | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | | | **Person(s) Responsible** | **Timescale** |
| The children will experience an approach to learning and teaching which encourages them to build upon their prior levels of attainment in literacy and numeracy ensuring raised attainment for all learners with a specific focus on children living within SIMD 1-3. | Specialist staff training in numeracy.  Purchase of resources to support development work in writing.  Rainbow Reading, Catch Up Numeracy, Early Years Worker, SLT and Family Support Worker.  Targeted support clubs outwith school day for children and families to support literacy and numeracy. | All learners will improve their attainment and achievement in mathematics and numeracy through revised approach to learning, teaching and assessment. Attainment will be tracked and monitored throughout the year using baseline assessments linked to benchmarks.  All learners will improve their writing skills through whole school approach to teaching writing including opportunities for daily independent writing.  Learners experiencing difficulty in literacy and numeracy will improve their skills and make progress through targeted intervention and support. | **Data** – learning stories, learning logs, assessment books, CEM testing, PIPs, Benchmarking, PHAB tests, planning, displays, feedback in jotters, self-assessment using pupil prompts, tracking and monitoring spreadsheet showing levels of attainment and progress, comparative data from other schools/authority/nationally, planning/tracking meetings with staff, minutes from meetings of Pupil Action Group, class and school big books of learning, learning ladders, assessment hamburgers, learning/skills walls, play diaries.  **Observation** – classroom visits, peer visits, staff observation of pupils, pupil leadership within class and whole school.  **Views** – nursery observations, pupil focus groups, learner conversations, stay and play, parent meetings, Pupil Action Group.  **New Policy**  Achievement and Attainment  Tracking and Monitoring Pupil Progress | | Nicola Ferguson, HT | August 2017 - May 2018 |
| All children, including those facing challenge, will experience equity in their education in order that their attainment will be enhanced and improved. Children will have opportunities to experience targeted approaches to intervention aimed at raising attainment including reading programmes, lunchtime clubs aimed at supporting attainment and guided reading programmes.  The individual outcomes for all learners will be met through inclusion and equity. | All learners will experience equity in their learning through whole school, group and individual interventions to support literacy and numeracy.  Attainment and achievement of children facing challenge will be improved through targeted support for individual children and their families. | Nicola Ferguson, HT | August 2017 - May 2018 |
| The individual progress of all learners is tracked and monitored using valid and reliable assessment at key milestones which provide evidence of progress and show attainment over time. |  | Almost all learners will attain appropriate levels with some children exceeding them.  Good progress in literacy and numeracy is demonstrated through robust tracking of attainment over time at all stages.  Data demonstrates that learners are making good progress.  Confident teacher judgements, benchmarking and assessments are leading to improvements in attainment.  All teachers are developing skills in data analysis focussed on improvement.  Tracking and monitoring is well understood and used effectively to ensure improved outcomes for all learners including those facing challenge. |  | | Nicola Ferguson, HT  John Green, PT  Mairi Thomson, PT | August 2017 - May 2018 |
| Outcomes will be improved for all learners through staff taking on leadership roles within the school thus strengthening our ethos of collegiate working and professional engagement with all stakeholders and partners. | Staff will be empowered to take on leadership at all levels which focus on leading learning to raise attainment and improve outcomes for all learners.  Professional learning and collegiate working within and out with the school will improve outcomes for learners.  Regular professional dialogue focussed on shared understanding of standards and strategies to raise attainment will improve outcomes for all learners. | All Staff | August 2017 - May 2018 |
| Children in nursery will make good progress across almost all aspects of their learning and development by ensuring significant learning is identified and built upon. | Early Years Worker to develop literacy and numeracy through play. | Learning stories will be further developed to include parents and carers comments to ensure that parents are valued partners in reviewing progress.  Staff make sound professional judgements about children’s progress and how well they are developing.  Information on individual children show that all are making good progress in literacy and numeracy using developmental milestones. | **Data** – learning stories, assessment books, planning, developmental milestones, children’s plans, planning/tracking meetings with staff, minutes from meetings of Pupil Action Group, learning ladders, assessment hamburgers, learning/skills walls, play diaries, big books.  **Observation** – classroom visits and staff observation of pupils.  **Views** – nursery observations, pupil focus groups, stay and play, parent meetings, Pupil Action Group. | | Nicola Ferguson, HT  Linda Travers, Nursery Teacher | August 2017 - May 2018 |
| **Checkpoint** | **Progress** | | | **Next Steps** | | |
| November 2017 |  | | |  | | |
| February 2018 |  | | |  | | |
| May 2018 |  | | |  | | |

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| **Improvement Priority 3:** To improve learning and achievement for all children through parental engagement with families through family learning programmes and early intervention.  (NIF Priority: Improvement in attainment, particularly in literacy and numeracy & Improvement in children’s and young people’s health and well-being  NLC Priority: Supporting all children to reach their full potential & Improving the health, wellbeing and care of the communities  HGIOS?4 QIs: 2.4 Personalised Support & 2.5 Family Learning | | | | | | |
| **Outcome(s)**  What do we want to achieve? | **PEF** (✓ if appropriate**)** | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | | | **Person(s) Responsible** | **Timescale** |
| All learners will benefit from high quality support, both universal and targeted which meets their individual needs and the needs of their families. | Early Years Worker to support learning through play, SLT to work with children with language and communication difficulties and their families, and Family Support Worker.  Targeted support clubs outwith school day for children and families to support literacy and numeracy.  Parent and toddler groups, drop in café for parents and stay and play sessions with family learning built in. | Learners’ needs are identified through robust assessment information including specialist input where required.  Relevant staff, pupils and parents are involved in planning and reviewing individual support.  Targeted and universal support is having a positive impact on children’s progression in their learning.  Family learning is responsive to individual and identified needs.  Each child has an effective Child’s Plan. Effective partnership approaches are evident in support plans and interventions. (Nursery) | **Data** – learning stories, learning logs, assessment books, CEM testing, PIPs, Benchmarking, PHAB tests, planning, displays, feedback in jotters, self-assessment using pupil prompts, tracking and monitoring spreadsheet showing levels of attainment and progress, comparative data from other schools/authority/nationally, planning/tracking meetings with staff, minutes from meetings of Pupil Action Group, class and school big books of learning, learning ladders, assessment hamburgers, learning/skills walls, play diaries,, ASP’s, Child’s Plan, HWB Audits, CSP’s  **Observation** – classroom visits, peer visits, staff observation of pupils, pupil leadership within class and whole school.  **Views** – nursery observations, pupil focus groups, learner conversations, stay and play, parent meetings, Pupil Action Group, minutes of meetings, reports from other agencies.  **New Policy**  Parental Engagement and Family Learning  Learning Support | | John Green, PT  Mairi Thomson, PT | August 2017 - May 2018 |
| All learners will benefit from high levels of support for parents and carers to engage in their child’s learning and school life and partnership working to remove barriers to learning. | Creative approaches to engage families such as drop in cafes, stay and play and tots group are in place to engage families.  Evidence shows that family learning is improving life chances and outcomes for learners.  Family learning promotes equity and fairness.  Enhanced work with children and families will help to raise attainment for all learners through parental engagement in learning. | Mairi Thomson, PT | August 2017 - May 2018 |
| Learners in nursery will experience improved outcomes in literacy, numeracy, health and well-being through engagement with families and family learning opportunities. | Parent and toddler groups, drop in café for parents and stay and play sessions with family learning built in. | Family learning opportunities help parents to understand the significant impact of the home learning environment at all stages of their children’s education. They recognise and make the most of everyday learning opportunities.  Family learning approaches take account of the developmental stages of children in the family.  Parents/carers are supported to regularly and meaningfully engage in their children’s learning at home and within the early learning and childcare setting. | **Data** – learning stories, assessment books, planning, developmental milestones, children’s plans, planning/tracking meetings with staff, minutes from meetings of Pupil Action Group, learning ladders, assessment hamburgers, learning/skills walls, play diaries, big books.  **Observation** – classroom visits and staff observation of pupils.  **Views** – nursery observations, pupil focus groups, stay and play, parent meetings, Pupil Action Group. | | Nicola Ferguson, HT  Mairi Thomson, PT | August 2017 - May 2018 |
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