

Coupar Angus School Improvement Plan 2018-19

The School Improvement Framework Map


<p>The Scottish Government’s vision for education:</p> <ul style="list-style-type: none"> Excellence through raising attainment: Achieving equity <p>NIF Key Priorities:</p> <ul style="list-style-type: none"> 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 	<p>National Improvement Framework –Drivers for Improvement</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s progress School Improvement Performance information <p>The ECS Strategic Implementation Plan – Raising Attainment for All 2016 - 2019 will be a key document in supporting schools to use the NIF expectations as part of their improvement journeys.</p>	<p>Tayside Plan for Children, Young People and Families 2017-2020</p> <ul style="list-style-type: none"> Our children will have the best start in life, they will be cared for in nurturing environments and ready to learn; Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential; Our children and young people will be physically, mentally and emotionally healthy; Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people; Our children and young people are safe and protected from harm at home, school and in the community.
<p style="text-align: center;">Education Services</p> <ul style="list-style-type: none"> ELAVs / LAVs Professional Learning Professional Dialogue Building Capacity in Partnership <p style="text-align: center;">Schools & Centres</p> <ul style="list-style-type: none"> Strategic 3 Year Plan Outcomes and measures of Impact Actions 2018 Self-evaluation / Standards and Quality LMG Action Plans will detail the work around outcomes for session 2018-19 		<p style="text-align: center;">PKC Statement of Intent:</p> <p>Our vision is of a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe, secure and healthy environment; and a place where people and communities are nurtured and supported.</p>
<p style="text-align: center;">Support and Scrutiny</p> <ul style="list-style-type: none"> Education Scotland – Inspection Care Inspectorate Validated Self Evaluation Services for Children’s Scrutiny (Child Protection) 	<p style="text-align: center;">PKC Outcomes</p> <ul style="list-style-type: none"> Raising achievement for all; Supporting vulnerable children and families; Improving the quality of life for individuals and communities; and Enabling the delivery of high quality public services 	<p style="text-align: center;">PKC Corporate Plan 2013-2018</p> <ul style="list-style-type: none"> Giving every child the best start in life Developing educated, responsible and informed citizens Promoting a prosperous, inclusive and sustainable economy Supporting people to lead independent, healthy and active lives Creating a safe and sustainable place for future generations

Coupar Angus Primary School

Knowing our Gaps – Data and Analysis	
Analysis of data	<p>Currently there is a gap in attainment evident between the Target Group of children and their peers in Acorn 1/3 categories across the school and encompassing Listening and Talking, Reading, Writing and Numeracy. However, children with ASN are also less likely to be on track in Acorn 4/5 and this is something we will consider carefully as we plan interventions. Progress in literacy, numeracy and HWB has been made in session 2017/18, however, for target children, many are still not on track, but are making progress towards their targets as evidenced in IEPs, jotters and pupil assessments. For session 2018/19 PEF initiatives will include further precision teaching for identified areas for target children.</p> <p>(2018/19) We have identified a group of children who are either not on track, or who may become not on track and who need interventions and support to make progress.</p> <p>In general P4, P5, P6 and P7 attainment in numeracy, reading and writing is lower for target children and we need to introduce further interventions such as Catch up reading, support in numeracy, direct support from Pupil support teacher and PSAs as well as support for teachers to differentiate effectively to support these pupils. In 2017/18 many PEF interventions focused on Early years, particularly in Literacy and this has made an impact on the P1 and nursery tracking and is evidenced by Renfrewshire, Polaar and word aware assessments. We must continue to build on this, while further focusing on middle and upper primaries. Ongoing interventions must seek to show individual progress and a narrowing of the gap, through individual progress reports.</p> <p>Gaps/ trends across LMG:</p> <ul style="list-style-type: none"> • Attainment in Literacy (Spelling and comprehension are highlighted areas) • Attainment in Literacy (writing) • Attendance/ parental engagement/ behaviour self-regulation • Attainment in Literacy and Numeracy <p>This has led to the LMG collaboration focus as below. (HWB & Numeracy)</p>
Identification of Target Populations and Actions	<p>We have created a target group of children made up of Acorn 5 group, and also Acorn 4 children not on track and have additional needs, including English as an Additional Language. This is based on our knowledge of the children and from our experience with Closing the Gap (16/17 and 17/18). We will continue to support EY target groups in P1 and P2 with a PEF ECP working with these children on all aspects of literacy. We will also start paired reading and more targeted work with some families to involve parents in supporting their child's literacy development. We have started this in May 2018 with a nursery ECP working with some target families. From P3-P7 the PST and PSAs will support target groups with catch-up reading, up-levering writing and paired reading interventions. We will continue to keep literacy as a high priority including specifically up-levering</p>

	<p>writing, vocabulary programmes, a further focus on comprehension skills and high quality feedback in writing. (SIP outcome 3).</p> <p>Numeracy is a whole school improvement action in 2018/19 and this will involve an audit of current practice, staff training, moderation and maths bags in EY. We will also look at further interventions for target pupils. An additional PEF teacher (supported by an extra probationer) will support numeracy interventions in the school as well as parental involvement through the further implementation of see-saw. (Currently used in specialist provision and nursery).</p> <p>We will support the target children in HWB through continued work on self-regulation and growth mind set as well as looking at lunchtime clubs and groups to ensure they are active and engaged at lunchtime, ensuring a more positive afternoon in school for many of the target group children.</p>
<p>Areas for Collaborative Action</p>	<p><i>Numeracy and HWB (Growth Mind set)</i></p>

3 Year Overview

Performance Information 2017-2020	Key Priorities 2017-2020	School Leadership 2017-2020
<ul style="list-style-type: none"> Ensure that all teachers have a clear understanding of the attainment data for the school and their class and know how to use this information Target specific cohorts of children based on attendance and attainment information Track particular groups and curricular areas over time. 	<ul style="list-style-type: none"> Identified learners have improved performance in Literacy & numeracy against their prior levels of learning. This will be evidenced through individual targets and pupil evidence. Improved health and wellbeing: increased resilience and ability to self-regulate for learners, increased attendance for identified pupils, increase in participation in clubs and sports for identified children. High quality feedback in writing leading to improved writing across the school. 	<ul style="list-style-type: none"> All staff will be involved in taking forward SIP priorities through leadership roles, school self-evaluation and development opportunities and working parties. Learners will be involved in identifying and taking forward school improvement actions Parents and stakeholders will have opportunities to contribute to school improvement planning
School Improvement 2017-2020		Teacher Professionalism 2017-2020
<ul style="list-style-type: none"> Further engage with all themes of 2.3 (HGIOS4) Learning, Teaching and Assessment through SMT and peer monitoring of learning and classroom observations. Create regular opportunities for professional dialogue with teachers to reflect on school improvement priorities in order to be clear about impact on pupil learning. 		<ul style="list-style-type: none"> Teachers will continue to work with colleagues (Primary and Secondary) across the Local Authority, to develop a shared understanding of good practice and of progression within and through CfE levels. We will use a learning rounds model for one round of monitoring over this session. Staff will engage in working parties, working together to ensure improvements in line with the identified Key Priorities.
Assessment of Children's progress 2017-2020	LMG Priority 2017-2020	Parental Engagement 2017-2020
<ul style="list-style-type: none"> Continue programme of planned moderation opportunities within and beyond the school. Continue to use a developing understanding of tracking, monitoring progress and predicting systems to ensure improvements in attainment through informing and reviewing interventions. Use benchmarks and National Assessments to inform teacher judgement and plan next steps in learning 	<p><i>We have agreed an LMG collaborative focus in two areas for next session: Moderation to be planned for numeracy over the session. Date agreed. Further work on numeracy over the session. HWB: An LMG health and wellbeing inset day in Feb 2019 where all partners come together and all staff take part in a variety of workshops to improve practice and confidence.</i></p>	<p>Ensure consultation with parents is meaningful and subsequent actions directly impact on learners. Increase parental participation in children's learning through a wide range of planned opportunities across the school year (see calendar)</p> <p>Develop a variety of approaches with parents and learners to share progress in learning and achievement and identify next steps, for example introduction of See-Saw across the school.</p>

At **Coupar Angus Primary School**,
we dig deep and we reach high to
enable all children to:



“It takes a whole village to raise a child.”
Believe ✦ Develop ✦ Achieve

School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 1: Identified learners have improved performance in **numeracy and maths** against their prior levels of learning.

<p>NIF Priority: Improvement in attainment particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing</p>	<p>NIF Driver(s): School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information</p>	<p>HIGIOS 4 Q.Is: 2.2 Curriculum 2.3 Learning, teaching and Assessment 2.4 Personalised Support 3.2 Raising attainment and achievement</p>
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<p>School Lead: Nikki Drew & Melanie Sinclair</p>	<p>Completion Date: June 2019</p>	<p>Review Date: Dec 2018</p>
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<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? What and by when?</p>	<p>Progress at Review Date</p>
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<ul style="list-style-type: none"> Learners' numeracy experiences will be of a consistent high quality across the school, including in the nursery, with effective differentiation providing pace and challenge for all pupils. Numeracy Attainment and progress throughout the school, and particularly the children identified as the PEF target group, will be improved. Progress in Numeracy will be evident in IEPs for children who have an IEP numeracy target. Enhanced opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels in Numeracy. Parents will feel more confident to support their children's learning in numeracy. 	<ul style="list-style-type: none"> -Monitoring of L & T throughout the school by SMT and Peers, (learning rounds model) Learning Conversations. (termly) -Teacher assessments, moderation exercises (twice over year, (including with LMG) -Focus groups of parents and children in Term 1 and Term 4. Questionnaires, Learning Conversations/ Evaluations -Termly Stage meetings, Weekly plans, IEPs -Robust tracking and monitoring meetings termly Evidence of pupil learning e.g. Learning Journey folders, jotters, etc. -SNSA's and Attainment/assessments -Children's weekly Big Maths Challenge scores - Parent feedback following workshops in T1. 	
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School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 2: Our learners will have increased resilience and coping skills leading to increased self-awareness and greater engagement in learning.

NIF Priority: Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing

NIF Driver(s):
 School leadership
 Teacher professionalism
 Parental engagement
 Assessment of children's progress
 School improvement
 Performance information

HGIOS4 QI(s):
 2.4 Personalised support
 2.2 Curriculum
3.1 Improving wellbeing, equality and inclusion.
 3.2 Raising attainment and achievement.

School Lead: Melanie Sinclair & Nikki Drew

Completion Date: June 2019

Review Date: Jan 2019

What impact will you measure?
What's going to be different or better?

How will you measure it?
 What and by when?

Progress at Review Date

Children across the school will have a positive attitude to engaging in learning, especially new learning and will use a Growth Mind Set approach to tackle new challenges and challenge themselves.

Growth mind set questionnaire for pupils in T1 and T4 to measure attitude and self-belief
 Teacher observations – identified pupils

Children's achievement in maths is increased and pupils demonstrate an increased positive approach to learning in maths.

Learning Conversations and evaluations of experiences with children.

Audit of outdoor learning.

Outdoor learning will be developed across the school, including in the nursery, leading to positive benefits including wellbeing for all.

Reduced number of incidents in the playground.

Aspects of numeracy across the school will be delivered through outdoor learning.

School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 3: Children's attainment in writing will improve through the consistent use of high quality teacher feedback and writing support.

<p>NIF Priority: Improvement in attainment particularly in literacy and numeracy.</p>	<p>NIF Driver(s): School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information</p>	<p>HGIOS4 QI(s): 2.3 Learning, teaching and Assessment 2.4 Personalised Support 3.2 Raising attainment and achievement</p>
<p>School Lead: Nikki Drew/Melanie Sinclair</p>	<p>Completion Date: June 2019</p>	<p>Review Date: Dec 2018</p>
<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? What and by when?</p>	
<p>Children's writing will be of a higher quality across the school. Children identified in PEF target group who are not on track in writing will have precision writing teaching support. Progress in writing will be evident in IEPs for children who have an IEP with a writing target. Children will be more able to describe their next steps in improving their writing. Nursery children will continue to have rich opportunities in emergent writing.</p> <p>Teachers will consistently use high quality, specific feedback aimed at improving writing. Children will be supported to take action on feedback given.</p> <p>See-Saw will be used in identified classes and nursery to provide parents with feedback on children's learning.</p>	<p>Initial baseline Assessment and intervention for PEF writing group. Run diagrams produced by teachers through reference to specific rubrics. Writing jotters will evidence progress. Monitoring of jotters by SMT, peers and pupils and resultant professional discussion. Attainment data. IEP data</p> <p>Focus groups with children Lesson observations by SMT, peers and children and resultant professional discussion. Consult with parents to establish if they have a greater understanding of their children's progress</p>	<p>Progress</p>

