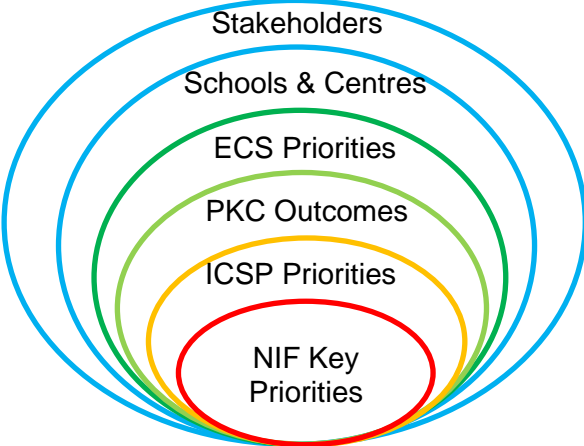| Fairness and Compassion | Openness, Honesty and Integrity | Mutual Trust and Respect |

Coupar Angus Primary School
School Improvement Plan 2017-2018

The School Improvement Framework Map
The SIF is based on national and local priorities and focuses on achieving better outcomes for children and young people

The Scottish Government's vision for education:
- Excellence through raising attainment:
- Achieving equity

NIF Key Priorities:
- 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

National Improvement Framework –Drivers for Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's progress
- School Improvement
- Performance information

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.

Integrated Children's Services Plan Priority Themes 2017-2020 (*tbc*)

- *Tackling Inequalities;*
- *Strengthening Families and Building Resilient Communities*
- *Meeting the Needs of Our Most Vulnerable, Children, Young People and Families.*

Education Services
- ELAVs
- Professional Learning
- Professional Dialogue
- Building Capacity in Partnership

Schools & Centres
- Strategic 3 Year Plan
- Outcomes and measures of Impact Actions 2017
- Self-evaluation / Standards and Quality
- LMG Action Plans will detail the work around outcomes for session 2017-18

Stakeholders

Schools & Centres

ECS Priorities

PKC Outcomes

ICSP Priorities

NIF Key Priorities

PKC Statement of Intent:
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.

Support and Scrutiny

- Education Scotland – Inspection
- Care Inspectorate
- Validated Self Evaluation
- Services for Children's Scrutiny (Child Protection)

Education and Children's Services Priorities 2017-2020
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PKC Outcomes
- 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.

Coupar Angus Primary School

Knowing our Gaps – Data and Analysis	
Identification of Target Populations *Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your school. Which groups will you initially target?*	We have created a target group of children made up of Acorn 5 group, and also Acorn 4 children not on track or with additional support needs. This is based on our knowledge of the children and from our experience with Closing the Gap this session. There is a clear need for continuation of Word Aware and Active Literacy language programmes in the Early Years; generally, children in the target group are not achieving as well as their Acorn 1 and 2 peers in all aspects of literacy. We will use PEF funding to allocate ECP support to the target group in P1/P2 and P3 this session to ensure the target children receive extra support and input on word aware and Active literacy above the daily class work. PSA support will also be timetabled for numeracy and literacy support. We will also use ECP and teacher time to start a Pause, Prompt, Praise group and literacy group with parents of target children as well as encouraging and developing parent engagement in literacy through regular parent literacy drop in sessions in early years. Further up the school the target group of children in P4-7 will receive support in Literacy through an additional teacher in Term 1 targeting Literacy support, using Daily 5 and Literacy Circles approaches. There will be a focus on the teaching of writing, ensuring consistency across the school. Data gathered also shows a trend of poorer homework returns for target children across stages and so we will support homework for target children. The pupil support teacher will support with numeracy for some of the target group P4-7 3 days a week and the PSAs will use Catch Up reading to support target children. We will also have a whole school focus on increasing attainment in literacy and numeracy, particularly in P5-7 using regular stage meetings to monitor progress of children. We will support the target children in Health and Wellbeing through LMG 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**.**
Areas for Collaborative Action	*We have agreed an LMG collaborative focus in two areas:* 1. *Moderation to be planned for literacy, numeracy and French over the session. Date agreed* 2. *Self-regulation is to be an LMG theme for collaborative action and we plan to hold an event on November inservice day for staff in LMG schools as an introduction, this will then be taken on by schools with some linked work to be planned.*

3 Year Overview		
Performance Information **2017-2020**	**Key Priorities** **2017-2018**	**School Leadership** **2017-2020**
• 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	• Identified learners have improved performance in Literacy (L&T, R, W) against their prior levels of learning. • 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 • Practitioners' skills in setting an appropriate pace of learning and challenge will be more effective leading to increased learner motivation and improved attainment.	• 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**
• Further engage with all themes of 2.3 (HGIOS?4) 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		• 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 • Staff will engage in Teacher Learning Community projects, working together to ensure improvements in line with the identified Key Priorities
Assessment of Children's progress **2017-2020**	**LMG Priority** **2017-2018**	**Parental Engagement** **2017-2020**
• 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	*We have agreed an LMG collaborative focus in two areas for next session:* *Moderation to be planned for literacy, numeracy and French over the session. Date agreed* *Self-regulation is to be an LMG theme for collaborative action and we plan to hold an event on November inservice day for staff in LMG schools as an introduction, this will then be taken on by schools with some linked work to be planned.*	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 a school year • Develop a variety of approaches with parents and learners to share progress in learning and achievement and identify next steps.

Improvement Outcome 1:
Identified learners have improved performance in Literacy (L&T, R, W) against their prior levels of learning.

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	**NIF Driver(s):** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	**HGIOS4 QI(s):** **2.2 Curriculum** **2.3 Learning, teaching and Assessment** **2.4 Personalised Support** **3.2 Raising attainment and achievement**
School Lead: HT/DHT/Class Teachers	**Completion Date: June 2018**	**Review Date: December 2017**

What impact will you measure?	How will you measure it?	Resources/Pupil Equity Fund	Progress RAG
• Literacy Attainment throughout the school and particularly the children identified as the PEF target group. • Parent and child engagement in Literacy in school. • Quality of Literacy experiences and learning throughout the school. • Embed pedagogy of technology as a literacy teaching and learning tool (specifically I-pads) • Improved return of homework	Early literacy assessments (POLAAR/Word Aware/Renfrewshire)Reading and spelling ages. Teacher assessments, moderation exercises Focus groups of parents and children throughout the session, Questionnaires, Learning Conversations/ Evaluations Monitoring of L & T throughout the school by SMT and Peers, Learning Conversations. Stage meetings, Weekly plans, IEPs Robust tracking and monitoring meetings termly Evidence of pupil learning e.g. Learning Journey folders, jotters, etc. Homework	ECP in P1 Active Literacy Resources for P3 Teacher/s to lead using additional staff in Term 1 I-Pads and engagement with I-Teach, screens Pause, Prompt, Praise Training	

Improvement Outcome 2: 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				
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):** **1.2 Personalised Support** **3.2 Raising attainment and achievement**	
School Lead: DHT	**Completion Date: June 2018**		**Review Date: Dec 2017**	

What impact will you measure?	How will you measure it?	Resources/Pupil Equity Fund	Progress RAG
• Improved Wellbeing Scores of children across the school • Fewer playground incidents, Violence and aggression forms • Improved attendance, reduced no, of exclusions. • Increased participation in clubs and sporting activities, particularly of target children.	HWB Webs twice a year for all pupils Attendance & Exclusion data Data on participation (clubs, homework) Playground incident records Self-regulation questionnaires	Bounceback training Mindfulness Training Self-Regulation Training (LMG) Fix-It Folders Boardmaker Personnel to run sports clubs	

Improvement Outcome 3: Practitioners' skills in setting an appropriate pace of learning and challenge will be more effective leading to increased learner motivation and improved attainment.		
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	**NIF Driver(s):** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	**HGIOS4 QI(s):** **2.5 Curriculum** **2.6 Learning, teaching and Assessment** **2.7 Personalised Support** **3.2 Raising attainment and achievement**
School Lead: HT	**Completion Date: June 2018**	**Review Date: Dec 2017**

What impact will you measure?	How will you measure it?	Resources/Pupil Equity Fund	Progress RAG
• Quality of Learning and Teaching experiences throughout the school • Differentiation of work, pace of learning and meeting learners' needs • Embed pedagogy of technology as a teaching and learning tool (specifically I-pads) • Increased attainment in literacy and numeracy.	Quality Assurance activities (detailed in calendar) e.g. Peer monitoring, professional dialogue and stage meetings, SMT monitoring, focus groups. Evidence from children's work and Learning Conversations Attainment levels through robust tracking meetings each term. IT working party questionnaire	Good practice visits and networking opportunities IT resources – I-pads and two new smartboards Literacy resources	