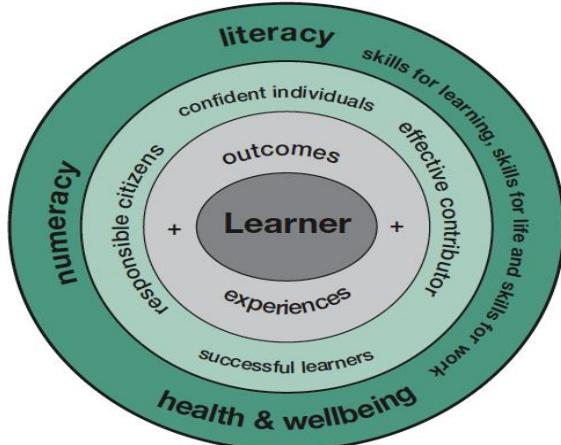


## Coupar Angus Primary School School Improvement Plan 2019-20

The School Improvement Framework Map		
<p><b>The Scottish Government's vision for education:</b></p> <ul style="list-style-type: none"> <li>• Excellence through raising attainment:</li> <li>• Achieving equity</li> </ul> <p><b>NIF Key Priorities:</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver</li> </ul>	<p><b>National Improvement Framework –Drivers for Improvement</b></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of Children's progress</li> <li>• School Improvement</li> <li>• Performance information</li> </ul> <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><b>Tayside Plan for Children, Young People and Families 2017-2020</b></p> <ul style="list-style-type: none"> <li>• Our children will have the best start in life, they will be cared for in nurturing environments and ready to learn;</li> <li>• 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;</li> <li>• Our children and young people will be physically, mentally and emotionally healthy;</li> <li>• 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;</li> <li>• Our children and young people are safe and protected from harm at home, school and in the community.</li> </ul>
<p><b>Education Services</b></p> <ul style="list-style-type: none"> <li>• ELAVs / LAVs</li> <li>• Professional Learning</li> <li>• Professional Dialogue</li> <li>• Building Capacity in Partnership</li> </ul> <p><b>Schools &amp; Centres</b></p> <ul style="list-style-type: none"> <li>• Strategic 3 Year Plan</li> <li>• Outcomes and measures of Impact Actions 2018</li> <li>• Self-evaluation / Standards and Quality</li> <li>• LMG Action Plans will detail the work around outcomes for session 2019-20</li> </ul>		<p><b>PKC Statement of Intent:</b> 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><b>Support and Scrutiny</b></p> <ul style="list-style-type: none"> <li>• Education Scotland – Inspection</li> <li>• Care Inspectorate</li> <li>• Validated Self Evaluation</li> <li>• Services for Children's Scrutiny (Child Protection)</li> </ul>	<p><b>PKC Outcomes</b></p> <ul style="list-style-type: none"> <li>• Raising achievement for all;</li> <li>• Supporting vulnerable children and families;</li> <li>• Improving the quality of life for individuals and communities; and</li> <li>• Enabling the delivery of high quality public services</li> </ul>	<p><b>P &amp; K Community Plan 2017-2027</b></p> <ul style="list-style-type: none"> <li>• Giving every child the best start in life</li> <li>• Developing educated, responsible and informed citizens</li> <li>• Promoting a prosperous, inclusive and sustainable economy</li> <li>• Supporting people to lead independent, healthy and active lives</li> <li>• Creating a safe and sustainable place for future generations</li> </ul>

Curriculum Rationale		
<p><b>Values</b></p> <p><i>The totality of learning experienced by all our children enables them to develop the knowledge, skills and attributes to be lifelong successful learners, confident individuals, responsible citizens and effective contributors in a global society.</i></p> <p><i>All stakeholders effectively work together to provide an inclusive, relevant and motivating learning environment for all.</i></p> <p><i>Each child is actively involved in planning and assessing their own learning and next steps and their achievements are celebrated.</i></p>	<p><b>Totality of the Curriculum</b></p> <p><i>Children, families, staff and our community are involved in both planned and spontaneous opportunities which develop the life and ethos of the school.</i></p> <p><i>There is a considered blend of discrete subject development and interdisciplinary learning designed around contexts which are relevant and meaningful to our children.</i></p> <p><i>Opportunities are planned for all children to develop and achieve their potential as individuals.</i></p>	<p><b>Learning and Teaching</b></p> <p><i>All staff have a shared understanding of effective learning and teaching approaches which are embedded in practice consistently across the school. A variety of high quality strategies and tools are employed appropriately and effectively to ensure that each child is engaged, challenged and enjoying their learning. These include cooperative learning, active learning, outdoor learning and use of appropriate technologies.</i></p>
<p><b>Experiences and Outcomes</b></p> <p><i>All the Experiences and Outcomes are used to plan relevant meaningful learning experiences for every child. This ensures consistent, progressive development of their knowledge, skills and attributes.</i></p>		<p><b>Entitlements</b></p> <p><i>Each child experiences a broad, coherent, relevant curriculum which meets their needs. All children have appropriate opportunities to develop the skills for learning, life and work, including the skills and attributes of the four capacities, and can talk about their progress in this area.</i></p> <p><i>All our children engage in learning experiences which enable them to develop their understanding of our world and Scotland's place in it, supported by their families and our community.</i></p> <p><i>Our children, families, staff and community have high expectations of themselves and the school and play a significant role in improving our school. Every child experiences success.</i></p>
<p><b>Support</b></p> <p><i>Transition support at all levels and stages demonstrates best practice in ensuring each child is supported appropriately.</i></p> <p><i>All stakeholders are clear about agreed policy and practice in this area. Support needs for each child are identified, addressed and reviewed as needed to ensure that learning experiences meet their needs and that we make best use of all available resources.</i></p>	<p><b>Principles</b></p> <p><i>The seven principles of curriculum design underpin all planned learning experiences and are consistently used as an integral part of the quality assurance process.</i></p>	<p><b>Assessment</b></p> <p><i>The continuous cycle of learning, teaching and assessment is built on a sound foundation underpinned by the principles of Assessment for Learning. School, LMG, PKC and national moderation processes enable us to make sound judgements about each learner's progress which is supported by a bank of good quality evidence demonstrating breadth, challenge and application of knowledge, skills and attributes.</i></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: Learners will have increased skills, confidence and attainment levels and be able to demonstrate successful learning in Numeracy and Science.**

<b>School Lead:</b> Nikki Drew/working party	<b>Completion Date:</b> June 2020	<b>Review Date:</b> Jan 2020
<b>What impact will you measure?</b> What's going to be different or better?	<b>How will you measure it?</b> What and by when?	<b>Progress at Review Date</b>
<b>Universal Support</b>		
Teacher confidence in practice (Science and Numeracy) will improve; leading to learners experiencing high quality learning and teaching. The impact on learners will be: improved knowledge and understanding; develop transferable skills; problem solving skills will be more evident; creative thinking and greater confidence in this area and a wider perception of the relevance of science in the wider world, including the world of work.  Learner's numeracy experiences will be of a consistently high quality across the school, including nursery, with effective differentiation, providing pace and challenge for all pupils.  Specific focus on mental maths skills and place value. Consistency of numeracy language across the LMG to be developed to ensure shared understanding.	Teacher baseline questionnaire (science) to establish confidence levels now and later in session. Pupil questionnaire on science T1 and T4.  Class Science journey over the year.  Numeracy attainment and tracking data including: SNSA data and numeracy assessments across the school, Big Maths data, Standardised testing, robust termly tracking meetings.  Moderation of numeracy across the school and LMG. Monitoring of Learning & Teaching through Observations by teachers, pupils and SMT. (Learning Rounds T1)  Evidence of pupil learning through Learning Conversations and focus groups.	
<b>Targeted Support</b>		

<p>Children in infant classes have higher levels of attainment in numeracy and we want to <b>ensure these levels are maintained or improved over the next session.</b> Maths bags have been developed as a homework resource to <b>allow parents to build on skills at home.</b> Within P2 and P3 children in the identified PEF group for maths and will have opportunities to play these games in school with PSA support.</p> <p>Numeracy intervention will also support targeted groups, such as small teaching focus groups. (Precision teaching)</p> <p><b>In P5 and P7 levels of attainment in numeracy dip and their target groups show a gap. Therefore extra support will be given to these classes and groups. Teachers in P7 and P5 will be involved with LMG development work.</b></p>	<p>Identified children will take part in maths assessments at start of year and end of year to show progress. As well as big maths, SNSA, jotter work, learning conversations and attainment data to show progress in numeracy.</p> <p>Precision teaching in numeracy is planned.</p>	
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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?

<b>Improvement Outcome 2 : By June 2020, most children (76-90%) will be more resilient in their approach to learning. (As evidenced against Resilience and HWB Questionnaires.)</b>		
<b>School Lead: Melanie Sinclair/Working Party</b>	<b>Completion Date: June 2020</b>	<b>Review Date: Jan 2020</b>
<b>What impact will you measure?</b> <i>What's going to be different or better?</i>	<b>How will you measure it?</b> <i>What and by when?</i>	<b>Progress at Review Date</b>
<b>Universal Support</b>  Children will experience and have modelled positive relationships in school; adults will be consistent in their approach: In school children will experience consistent routines, clear and consistent expectations of behaviour and of effort applied to learning. Staff will have a consistent understanding of the importance of positive relationships and the effect on learning. This will support readiness for learning and engagement in learning.  Children have the skills to focus on learning. Nurturing Approaches will be used across the school.  Children will develop coping skills and strategies for self-control, enabling them to focus on learning in class.  HWB programme will be up-dated to take	Baseline resilience questionnaire measuring focus, coping skills and self-control, with further questionnaire later in session.  Observations in classes and playground, focussing on consistency, expectations and relationships.  Focus groups of children to discuss consistency of approaches.  IEP and Target Trackers also to be input to Run Sheets  Analysis of frequency and type of playground incidents and how resolved  Analysis of exclusion rates and look further at alternatives to exclusion in some cases.	

account of LMG and PKC HWB strategy including sleep resources.		
<b>Targeted Support</b>		
<p>Access to Garden Room (Nurture Group) for identified children will lead to improved resilience.</p> <p>Children will not be hungry.</p> <p>P7 Girls will have improved resilience through participation in Resilience Through Sport Programme.</p>	<p>IEP Reviews</p> <p>Wellbeing Webs</p> <p>Resilience data from P7 Group</p>	

## 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:

High quality, specific feedback for learners in writing and numeracy will ensure learners are clear about their next steps, know how to improve and where to get support. This will lead to increased attainment in these areas and will be evidenced by attainment data, assessments, jotters and IEP trackers.

<b>NIF Priority:</b> Improvement in attainment particularly <b>in literacy and numeracy</b> ; and science Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing	<b>NIF Driver(s):</b> School leadership <b>Teacher professionalism</b> Parental engagement <b>Assessment of children's progress</b> School improvement Performance information	<b>HGIOS4 QI(s):</b> 2.4 Personalised support 2.2 Curriculum <b>3.1 Improving wellbeing, equality and inclusion.</b> <b>3.2 Raising attainment and achievement</b>
<b>School Lead:</b> Nikki Drew and working party	<b>Completion Date:</b> June 2020	<b>Review Date:</b> Jan 2020
<b>What impact will you measure?</b> What's going to be different or better?	<b>How will you measure it?</b> What and by when?	<b>Progress at Review Date</b>
<b>Universal Support</b>  All children will have a clear understanding of their next steps to improve their writing and a plan of how to do this. Teachers will be confident in leading this in their classes. This will lead to progress towards attainment targets, particularly in writing attainment. All children will know their next steps in maths/numeracy and how they can improve their maths skills. Teachers will ensure this	Follow up pupil questionnaire about feedback in Dec 2019 (previous survey in 2018 highlighted feedback in numeracy as an area to improve). Pupil focus groups. Moderation and monitoring (learning and teaching and jotters) Evidence of progress in writing and numeracy. (assessments/jotters/SNSA)	

information links to planning and this will lead to improvement in attainment in maths and numeracy.		
<b>Targeted Support</b> Identified children at all stages (PEF group) will take part in regular supported writing sessions to work on identified next steps. PSA support on writing in classes and PEF teacher writing support. (PST/SMT/PC)	SNSA data/writing evidence from learners, writing attainment.	

Scroll down for PEF

