



Renfrewshire Council Children’s Services

**Auchenlodment Primary School and Nursery Class**

**Improvement plan**

**2017-2020**

##### Planning framework

As part of Children’s Services, Auchenlodment Primary School and Nursery Class has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’ Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

Children’s Services has an agreed set of priorities which we will work towards:

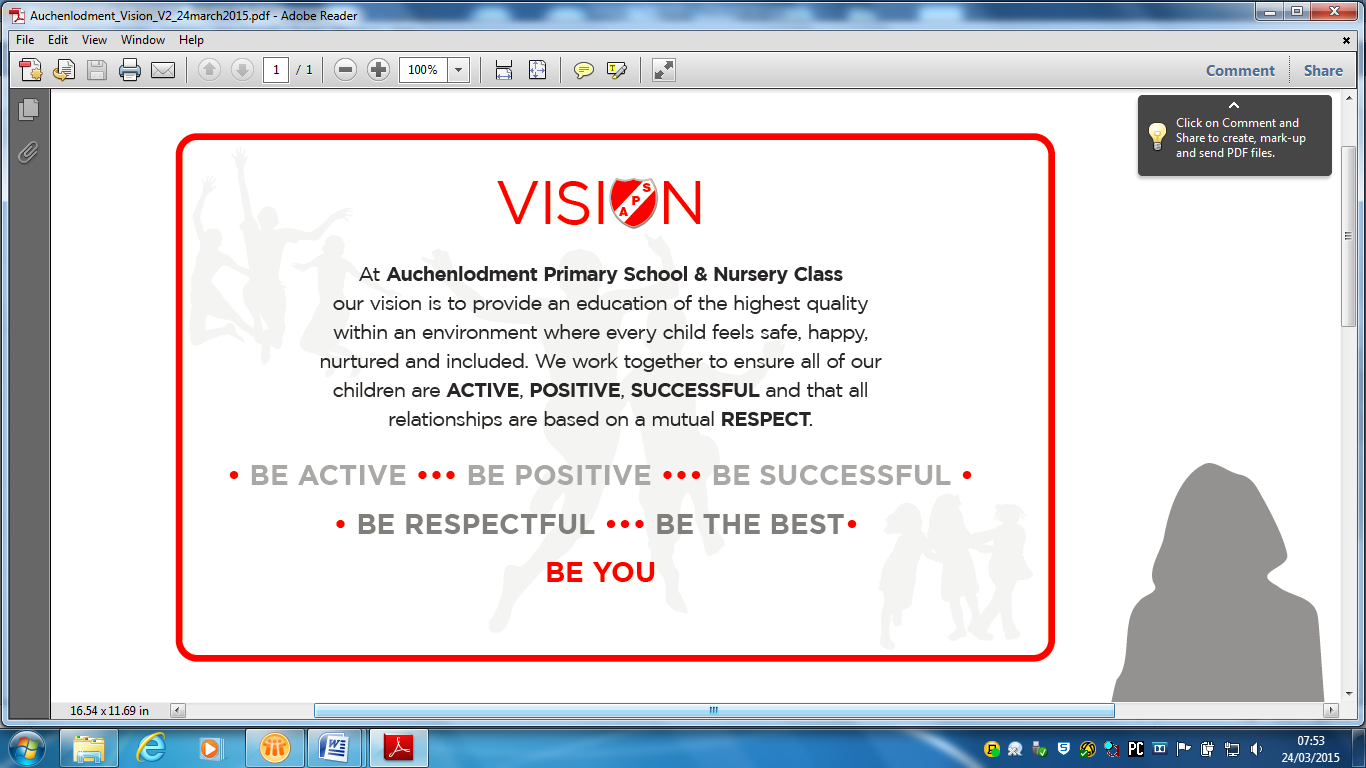
* We are reducing inequalities and delivering improved outcomes for children and young people;
* High quality learning and teaching and quality of care is taking place in all our schools and establishments;
* Self-evaluation and performance improvement are embedded throughout services;
* Levels of attainment and achievement are improving for all children and young people;
* High numbers of our young people are entering positive and sustainable post-school destinations; and
* Vulnerable children and adults live as safely as possible within local communities

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

* improve attainment, particularly in literacy and numeracy;
* close the attainment gap between the most and least disadvantaged pupils;
* improve children’s health and wellbeing; and
* improve children and young people’s employability skills so that they move into positive and sustained destinations

The priorities within this plan take into account both national and local priorities and also the needs of our school.

###### Our school’s vision and aims



Who did we consult?

In developing this plan, we sought the views of children, staff, parents and partners. We also used a variety of methods of getting the views of those who are involved in the life and work of Auchenlodment Primary School and Nursery Class such as:

Consultation with Children

* Pupil Questionnaires
* Active Assemblies
* Pupil Council and other Citizenship Groups
* Learning conversations with their teacher and SMT
* Focus Groups
* Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)
* Whole school and classroom rights based learning activities.
* Playroom discussion at small group times and during play.
* Playroom planning using mind mapping and floor books.

Consultation with Staff

* Staff meetings
* Annual Professional Review and Development meetings
* Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes
* Identifying strategic actions for School Improvement Plan collegiately.
* Staff Questionnaires and HT 360 Questionnaire
* Regular children’s progress/target setting meetings.
* Attainment and GIRFEC meetings
* Extended Support Team meetings
* Curriculum leaders and working parties.

Consultation with Parents

* Induction Days
* Parent Workshops
* Extended Support Team (EST) meetings
* Collaborative meetings
* Family Learning Sessions
* Parent Council
* Parents’ meetings
* Open days
* Questionnaires
* Weekly Newsletters
* One Question method
* Suggestion box

Consultation with Partners

* Local and Central Admissions Panel Meetings
* Questionnaires
* Cluster meetings

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by:

* Monitoring calendar for school and nursery which ensures a rigorous monitoring approach
* Regular staff meetings and monthly stage meetings
* Monitoring of planning and evaluations of learning
* Termly target setting for each child
* Monitoring and tracking of children’s learning and attainment at termly attainment meetings
* Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
* Termly pupil learning conversations and individual target setting.
* Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
* Collegiate and INSET self evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
* Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
* Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Monitoring and moderation of standards of pupil/children’s work and profiles, displays and evaluations.
* Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
* Peer learning visits
* Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
* Staff review of policies (nursery and school) on a 3 yearly basis and as required.

Each year we also complete a standards and quality report and self-evaluation which is monitored by Renfrewshire Council children’s services’ staff.

**Action Plan**

**School priority 1:** To raise attainment in Numeracy **Renfrewshire Strategic Priority:** Levels of attainment and achievement are improving for all children and young people

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| Teacher Professionalism  School Improvement | **Numeracy**  **SEAL**  Train all teaching staff in SEAL and continue to embed SEAL across Primary 1 - 3  **Number Talks**  Train all teaching staff in Number Talks and continue to embed Number Talks in Primary 4 – 7  **Numeracy across Learning**  Ensure numeracy is being explored and experienced across the curriculum (Use document – Numeracy Across Learning and materials from NNMPF | ✓ | ✓ |  | **Staff**   * are more confident and skilled in the use of SEAL and Number Talks. * Planned learning experiences take fuller account of learning styles and strategies to support mental agility   **Pupils**   * experience rich and fulfilling learning experiences within numeracy and mathematics. * are active, engaged and motivated within Numeracy and Mathematics experiences. * will have raised attainment on previous levels of attainment at P1, P4, and P7 | **We will measure the impact of this intervention through:**   * monitoring of long & short term planning * progress/target setting/tracking meetings * quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations * national standardised assessments * teacher professional judgement * Leuven Scale | 1.2, 1.3, 2.2, 2.3, 2.6, 3.2 |
| Teacher Professionalism  Assessment of Children’s Progress | **Assessment and Moderation**   * Use the Benchmarks in numeracy to plan for assessment and track attainment * Use the Achievement of a Level materials to help inform/ support teacher judgement * Incorporate the benchmarks into learners’ numeracy targets * Moderation of Numeracy at cluster level with a specific focus on achievement of a level at P1, 4 and P7.   **Scottish Maths Week**  Participate in celebration of Scottish Maths Week 11th – 17th September. Focus on positive mind-set for Numeracy and Mathematics as per ‘Making Maths Count’ national document | ✓  ✓ | ✓ |  | **Staff:**   * shared understanding of approaches to learning, teaching and assessment within Numeracy * Increased confidence in making judgement on when a learner has achieved a level * Increased confidence in supporting raising of attainment in numeracy * increased confidence in using the benchmarks to assess achievement | *As above* | *1.2, 1.3, 1.3, 2.2, 2.3, 3.2* |
| Teacher Professionalism | **Distributed Leadership**  Continue to develop leadership at all levels through Numeracy Champion role.  All staff to be trained by current staff in SEAL and Number Talks  **Learning Visits**  All staff to carry out peer observations across the school and if possible across the authority with a clear focus on SEAL, Number Talks or Numeracy across the curriculum | ✓ | ✓ | ✓ | **Staff**  Numeracy champions and SEAL and Number Talks staff representatives equipped with relevant knowledge and training materials to then disseminate best practice and development. Increased awareness, knowledge and skills in each area of development will impact upon pedagogy over time and impact positively on achievement, attainment and confidence. | * Numeracy Champions to share successful elements of their celebration at Numeracy Champion Meeting. * A bank of ‘suggestions’ for future events will be gathered and held on Renfrewshire Numeracy and Mathematics Professional Learning Community on Glow | *1.1, 1.2, 1.4, 3.2* |
| School Improvement | **P1 Pedagogy (Numeracy focus)**  3 practitioners, along with SMT will participate in the University of Strathclyde P1 Pedagogy course, where they will focus on:   * How young children learn * Active Learning – central pedagogy CfE * What does the environment look like? * Interacting to support learning /Quality of learning experiences * Observing, assessing and planning for the young child * Supporting learning and engagement * Planning for thinking children. Planning for quality teaching | ✓ | ✓ |  | **Pupils**   * are learning in an environment conducive to improved Early Level education * are engaged in quality and challenging learning experiences   **Staff**   * are more confident and skilled in planning and creating an effective P1 learning environment * are more confident and skilled in supporting learners through observation, assessment and planning next steps in learning | **We will measure the impact of this intervention through:**   * monitoring of long & short term planning * progress/target setting/tracking meetings * quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations * national standardised assessments * teacher professional judgement * Leuven Scale | 1.2, 1.3, 2.2, 2.3, 2.6, 3.2 |
| Parental Engagement  School Improvement | **Family Learning**  See PEF Plan  **Targeted Numeracy Support**  See PEF Plan | ✓ | ✓ | ✓ | Families feel more confident in supporting their child’s learning at home through active approaches to learning and teaching.  See PEF Plan | See PEF Plan | *2.2, 2.3, 2.4, 2.5, 2.7, 3.2* |
|  | **NURSERY – Numeracy**   * Continue to make improvements to the Playroom environment to ensure numeracy embedded across various zones/ activities * Introduce SEAL into the 3-5 room * Curricular leader of Numeracy * Continue to improve the Family Learning focus on Numeracy, through events and home learning bags * Target setting will be extended to all 3-5 children and will have a numeracy focus |  |  |  | Children:   * Children are provided with and engaged in quality learning experiences which promote and develop early numeracy skills * Children are clear on their numeracy target and know what to do in order to improve   Staff:   * Increased confidence when planning and implementing numeracy across the curriculum * Increased staff confidence with SEAL strategies   Families:   * Provided with opportunities to support their child’s learning at home and to be involved in the life of the nursery | We will measure the impact of these interventions through:   * Monitoring of planning and floorbooks * GIRFEC and Tracking meetings * Quality assurance activities – playroom visits, monitoring of floorbooks and tracking * Staff audits of the playroom * Self-evaluation procedures | 1.2, 1.3, 2.2, 2.3, 2.6, 3.2 |

**Action Plan**

**School priority 2:** Raise attainment in Literacy

**Renfrewshire Strategic Priority:** High quality learning and teaching and quality of care is taking place in all our schools and establishments

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| School Improvement | **Literacy**  **Renfrewshire Literacy Programme**  Continue to embed the principles from the Primary Literacy Coaching Programme:   * Reader Identity and engagement * Coaching * Develop a reading rich learning environment   All new staff to be trained and existing staff to do refresh on the above.  **Dive into Writing**  We will:   * implement evidence-based approaches to the teaching of writing * establish clear links between reading & writing using the 3 Domain model   develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas | ✓  ✓ | ✓ |  | **Pupils**   * will be more confident and positive about reading. * will have raised attainment in reading * will demonstrate increased engagement, practice, attainment, confidence, equity and funds of knowledge.   **Learners**   * will have improved vocabulary/writing outcomes * will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge   **Staff**   * will extend their range of writing opportunities that maximise connections between reading & writing & promote children as writers * will demonstrate increased equity of provision through use of ‘Dive into Writing’ strategies & the 3 Domain model for planning, assessment & evaluation of provision * will be more confident about the teaching of writing   **Families**  will have increased engagement & interaction with their child’s writing | **We will measure the impact of this intervention through:**   * monitoring of long & short term planning * progress/target setting/tracking meetings * analysis of reader engagement surveys * quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations * national standardised assessments * teacher professional judgement surveys   **As above** | 1.2, 1.3, 2.2, 2.3, 2.6, 3.2 |
| Assessment of Children’s Progress | **Data Based Assessment & Pathways to Impact**  We will:   * explore use of the 3 Domain model to inform & support: * target setting, progress meetings & attainment discussions * individual planning for pupils * curriculum planning & design | **✓** | **✓** | **✓** | **Learners**   * will benefit from improved scrutiny of data leading to focussed, targeted interventions for individuals & groups   **Staff**   * will demonstrate increased confidence in using data to effectively identify, assess & plan for pupils who require targeted support in literacy * will use the 3 Domain model to gather data relating to individual pupils & plan interventions accordingly   **Families**   * will have a greater understanding of identified support needs & specific plans to support their children | We will measure the impact of this intervention through:   * monitoring of long & short term planning * progress/target setting/tracking meetings * national standardised assessments * teacher professional judgement surveys * review of pupil support documents e.g. Child’s Plan, IEP & minutes of EST meetings | 1.1, 1.2,  1.3, 1.4,  1.5  2.2, 2.3,  2.4  3.1, 3.2 |
| School  Improvement | **Professional Learning for Classroom Assistants**  We will:   * facilitate & support high quality professional learning for classroom assistants focussing specifically on: * improving attainment in literacy & numeracy * supporting health & wellbeing of pupils | **✓** | **✓** | **✓** | **Learners**   * will experience consistency of support through shared use of evidence-based approaches between teachers & classroom assistants   **Staff**   * will benefit from shared discussions to consider knowledge, concerns, learning aims & pupil progress * classroom assistants will demonstrate increased knowledge & confidence in providing high quality support to pupils | We will measure the impact of this intervention through:   * monitoring of long & short term planning * progress/target setting/tracking meetings * national standardised assessments * teacher professional judgement surveys * classroom assistant PRD meetings * individual classroom assistant diaries | 1.1, 1.2,  1.3, 1.4,  1.5  2.3, 2.4,  2.7  3.1,  3.2 |
| Teacher Professionalism  Assessment of Children’s Progress | **Assessment and Moderation**   * Use the Benchmarks in literacy to plan for assessment and track attainment * Use the Achievement of a Level materials to help inform/ support teacher judgement * Incorporate the benchmarks into learners’ literacy targets * Matching exercise between Roz Wilson criteria and benchmarks | ✓ | ✓ |  | **Staff:**   * shared understanding of approaches to learning, teaching and assessment within Literacy * Increased confidence in making judgement on when a learner has achieved a level * Increased confidence in supporting raising of attainment in literacy * increased confidence in using the benchmarks to assess achievement | As above | 1.2, 1.3,  2.2, 2.3, 2.6,  3.2 |
| School Improvement  Teacher Professionalism | **P1 Pedagogy (Literacy focus)**  3 practitioners, along with SMT will participate in the University of Strathclyde P1 Pedagogy course, where they will focus on:   * How young children learn * Active Learning – central pedagogy CfE * What does the environment look like? * Interacting to support learning /Quality of learning experiences * Observing, assessing and planning for the young child * Supporting learning and engagement * Planning for thinking children. Planning for quality teaching | ✓ | ✓ |  | **Pupils**   * are learning in an environment conducive to improved Early Level education * are engaged in quality and challenging learning experiences   **Staff**   * are more confident and skilled in planning and creating an effective P1 learning environment * are more confident and skilled in supporting learners through observation, assessment and planning next steps in learning | As above | 1.2, 1.3,  2.2, 2.3, 2.6,  3.2 |
| *School Improvement*  *Teacher Professionalism* | **Distributed Leadership**  Continue to develop leadership at all levels through Literacy Champion role  **Learning Visits**  All staff to do peer observations across the school and if possible across the authority with a clear focus on Reading Strategies and Dive into Writing approaches | ✓ | ✓ | ✓ | **Staff**  Literacy champions and DHT lead are equipped with relevant knowledge and training materials to then disseminate best practice and development. Increased awareness, knowledge and skills in each area of development will impact upon pedagogy over time and impact positively on achievement, attainment and confidence. | **We will measure the impact of this intervention through:**   * monitoring of long & short term planning * progress/target setting/tracking meetings * quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations * national standardised assessments * teacher professional judgement surveys | *1.1, 1.2, 1.4,*  *3.2* |
| School Improvement  Parental Engagement | **Targeted Support in Literacy (See PEF Plan)**  IDL (Indirect Dyslexia Learning)  5 Minute Box  Toe by Toe  RAFA  **Family Learning**  See PEF Plan | ✓ | ✓ | ✓ | **See PEF Plan** | **See PEF Plan** | *2.2, 2.3, 2.4, 2.5, 2.7, 3.2* |
|  | **NURSERY**   * Continue to make improvements to the Playroom environment to ensure literacy is embedded across various zones/ activities * Introduce aspects of the Primary Literacy Coaching programme * Curricular leader of Literacy * Continue to improve the Family Learning focus on Literacy, through events and home learning bags * Target setting will be extended to all 3-5 children and will have a literacy focus |  |  |  | **Children:**   * Children are provided with and engaged in quality learning experiences which promote and develop early literacy skills * Children are clear on their literacy target and know what to do in order to improve   **Staff:**   * Increased confidence when planning and implementing literacy across the curriculum   **Families:**   * Provided with opportunities to support their child’s learning at home and to be involved in the life of the nursery | **We will measure the impact of these interventions through:**   * Monitoring of planning and floorbooks * GIRFEC and Tracking meetings * Quality assurance activities – playroom visits, monitoring of floorbooks and tracking * Staff audits of the playroom * Self-evaluation procedures | 1.2, 1.3, 2.2, 2.3, 2.6, 3.2 |

**School priority 3:** To improve children’s Social and Emotional Wellbeing

**Renfrewshire Strategic Priority:** We are reducing inequalities and delivering improved outcomes for children and young people

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| **NIF key driver** | **What we’re going to do** | **17/18** | **18/19** | **19/20** | **What is the expected impact**  **(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI** |
| *School Improvement* | **Inclusion Support Assistant** – See PEF Plan  **Additional Support Staff** to support targeted pupils – See PEF Plan | ✓ | ✓ | ✓ | **See PEF Plan** | **See PEF Plan** | *2.2, 2.3, 2.4, 2.5, 2.7, 3.2* |
| School Improvement  School Leadership | **Primary Nurturing Approaches**  Head Teacher will complete modules on Primary Nurturing Approaches and cascade to staff throughout the year with a view of implementing the approaches over the next two school sessions | ✓ | ✓ | ✓ | **Staff (HT)**   * To use **evidence based research** and **examples of effective practice** to develop an understanding of a nurturing approach and how it can be applied in Auchenlodment * To identify how specific nurturing approach will help raise attainment across the school and nursery | The measuring of this priority will predominantly take place in session 18-19.  Tests of change will take place towards T3 and T4 of session 17-18 | 1.1, 1.3, 1.4, 3.1, 3.2 |
|  | **Respect Me**  Use the Respect Me materials to self-evaluate the current anti-bullying practice and create a plan for improving this (using Respect Me materials) | ✓ | ✓ |  | **Pupils, staff and families** will have an improved understanding of bullying and be clear that bullying is never. They will have a clearer understanding of the role that they play in addressing bullying. | * Quality assurance activities - classroom visits & pupil learning conversations * Citizenship Groups * Parent questionnaires * Observations of relationships/ interactions around the school | 2.2, 3.1, 3.2 |
| School Improvement | **PATHS**  Continue to implement PATHS programme across all stages to ensure that learners feel safe, nurtured, healthy, achieving, active, included, respected and responsible, and to help develop these qualities in others.  **Pupils GIRFEC Wellbeing Evaluations**  Pupils will continue to evaluate themselves using the wellbeing indicators and identify next steps/ targets/ strategies to help them become  **Rights Based Learning**  Continue to develop Rights based learning approaches through Visibility, Ethos and Communication   * class charters/3column approaches * Links to UNCRC in wall display * consistent use of Rights language to support class and whole school positive behaviour * Rights based behaviour contract for pupils. * Rights based active assemblies (global citizenship and sustainability education) * Citizenship groups * Rights promoted through all aspects of the planned curriculum. * RBL focus within monitoring of learning, pupil work and teacher planning * Staff training/support throughout session. | ✓  ✓  ✓ | ✓  ✓ |  | **Pupils**   * Will be more aware of their own and others feelings and how this impacts upon choices made. * Will be able to articulate feelings, exercise self control and resilience. * have increased emotional and social wellbeing. * will be knowledgeable of their own and other’s rights and able to support themselves and others to receive their rights * will be safe, healthy, happy, achieving, nurtured, respected, included and responsible * Will get the right help, from the right people, at the right time.   **Staff**   * will be confident in implementing policy and guidance to ensure children are safe, healthy, happy, achieving, nurtured, respected, included and responsible * Will be confident in promoting the rights of the child through the four contexts for learning. * Will be confident in getting the right help, from the right people, at the right time, for children.   **Families**   * will be supported and included to achieve best outcomes for children. * Will be more knowledgeable of the UNCRC. * Will be supported to in get the right help, from the right people, at the right time, for their children. | **We will measure the impact of this intervention through:**   * monitoring of long & short term planning * progress/target setting/tracking meetings * analysis of reader engagement surveys * quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations * national standardised assessments * teacher professional judgement surveys | 2.2, 3.1, 3.2 |