

**Fisherton Primary School**



**School Improvement Plan**

**2017/2018**

**Vision**

At Fisherton Primary School and Nursery Class everyone feels safe, included and valued. Everyone believes in themselves, creating relationships that develop them personally, socially and emotionally. We have high expectations and celebrate achievements together. In Fisherton Primary, everyone makes progress and feels that learning and school are fun.

*(Developed by the pupils, staff and parents of Fisherton Primary, November 2015)*

**Nurturing and Respectful**

We care about each other and look after the environment around us

**Friendly and Joyful**

We believe learning and school are fun and we celebrate achievements together

**Hardworking**

We have high expectations of each other and everyone makes progress

**Safe**

We feel safe and included in school and develop socially, emotionally and personally

Nurturing

Friendly

Respectful

Hardworking

Safe

Joyful



Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.

**Council Plan Strategic Objectives**

**SO 1. Maximise the potential of our economy**

**SO 2. Maximise the potential of our young people**

**SO 3. Maximise the potential of our adults and older people**

**SO 4. Maximise the potential of our communities**

**SO 5. Maximise the potential of our environment**

**SO 6. Improve the way we work as a council**

**Council Plan Outcomes**

**SO1.**

* **The proportion of young people and adults with relevant qualifications is increased.**

**SO2.**

* **Effective early years and early intervention services are delivered**
* **More children and young people are successful learners, responsible citizens, confident individuals and effective contributors**
* **The gap between the highest and lowest achievers is narrowed**
* **We look after our most vulnerable children and families S**

 **SO6.**

* **Land and building assets are well maintained, fit for purpose and affordable**
* **A flexible workforce with the skills and knowledge to deliver services efficiently and effectively**
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**Children’s Services Plan Priorities**

**CSP 1. Ensure South Ayrshire’s children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.**

**CSP 2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.**

**CSP 3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.**

**CSP 4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.**

**CSP 5.Ensure children and young people have a voice in influencing service delivery that affects their lives**

**National Improvement Framework Priorities**

**NIF 1. Improvement in attainment, particularly in literacy and numeracy**

**NIF 2. Closing the attainment gap between the most and least disadvantaged children**

**NIF 3. Improvement in children and young people's health and wellbeing**

**NIF 4. Improvement in employability skills and sustained positive school leaver destinations for all young people**

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| **Priority: RAISING ATTAINMENT IN LITERACY (SO2, CSP.1, CSP.2, NIF 1)** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| **Cluster Priority**To improve the use of holistic assessment and build on approaches to support effective planning, tracking, assessment & moderation of children's skills, progress and achievement throughout their education and beyond. | Assessment & Moderation facilitators and QAMSOs will train Cluster staff in holistic assessment & will lead moderation events. | Sarah Flint | August ’17 -May ‘18 | Undertake baseline evaluation in line with local authority teacher evaluation from moderation event in September 2017 then re-evaluate in May 2018. |
| **School Priority**To implement a targeted ReadingWise comprehension programme to improve outcomes and maximise potential for our learners in reading and comprehension, enabling us to narrow the gap between our highest and lowest achievers in literacy. | Appropriate staff will undertake training and pupils who would benefit from this intervention will be identified  | Davina Blain (PSA) | August ’17 – June’18 | Readingwise diagnostic test will be completed prior to pupil starting programme. Progress will be tracked throughout programme and impact monitored. |
| **School Priority**To develop individual personalised planning for literacy in the Early Years setting, raising attainment by meeting individual needs and early identification of required literacy interventions. | HT and nursery staff will work collegiately to develop a personalised planning tool for each nursery pupil.  | Kerry Malcolm | August ’17 – June ‘18 | Tracking and evaluation of developmental milestones, pre-requisite skills and pupil target’s achieved.  |
| **Priority: RAISING ATTAINMENT IN NUMERACY (SO2, CSP.1, CSP.2, NIF 1)** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| **Cluster Priority**To improve the use of holistic assessment and build on approaches to support effective planning, tracking, assessment & moderation of children's skills, progress and achievement throughout their education and beyond. | Assessment & Moderation facilitators will train Cluster staff in holistic assessment & will lead moderation events. | Kerry Malcolm | August ’17 -May ‘18 | Undertake baseline evaluation in line with local authority teacher evaluation from moderation event in September 2017 then re-evaluate in May 2018. |
| **School Priority**To fully embed Number Talks throughout the school, including Early Years and improve confidence in the delivery of Number Talks by our staff and in mental agility , skills and numeracy strategies for our learners. | Ensure that additional training which is required is accessible. Monitor and quality assure delivery of Number Talks to ensure consistency. | Kerry Malcolm | August ’17 -May ‘18 | Use number talks assessment from June 2017 as a baseline and re-assess in May 2018 to evaluate impact. Seek practitioner’s views and monitor to establish confidence levels in staff.  |
| **School Priority**To develop individual personalised planning for numeracy in the Early Years setting, raising attainment by meeting individual needs and early identification of required literacy interventions. | HT and nursery staff will work collegiately to develop a personalised planning tool for each nursery pupil.  | Kerry Malcolm | August ’17 – June ‘18 | Tracking and evaluation of developmental milestones, pre-requisite skills and pupil target’s achieved.  |

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| **Priority: WELLBEING, EQUALITY & INCLUSION FOR ALL (SO2, CSP.1, CSP.2, CSP.4, NIF 3, NIF 4)** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| **Cluster Priority**Increase access & opportunities to participate in Cluster & LA active schools events (out of school activities) to alleviate rural disadvantage for all our children. | Cluster bid for transport costs to support attendance to Active Schools Competitive Calendar | Ryan Douglas (Active School)Carol Kay  | August ’17 -June ‘18 | Percentage increase in uptake and participation in after school / out of school events and activities. |
| **School Priority**To embed outdoor learning and learning outdoors into weekly planning and ensuring high quality outdoor learning experiences are delivered to all our learners - developing skills for learning, life and work.  | Ensure outdoor learning experiences are well planned, relevant and liked to Es & Os and benchmarks.Link with community projects when possible. | Kerry Malcolm | August ’17 -June ‘18 | Children will be able to demonstrate their classroom learning in new and unfamiliar contexts. HT will monitor planning files, learning experiences and participate in professional dialogue with staff |
| **School Priority**To continue our agendas with DFS and RRS, ensuring all children are involved, and gain next level accreditation whilst developing skills for learning, life and work. | Pupil led through school committees and assemblies embedding principles across the school | Amanda HollandHelen Hamilton | August ’17 -June ‘18 | Award of DFS Silver Award of RRS Recognition of Commitment |

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| **Priority: SCIENCE FRAMEWORK (SO2, CSP.1, NIF 1, NIF 4)** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| **Cluster Priority**To revise the Science Framework to reflect local & national priorities (benchmarks) and development of skills, enabling all learners in the cluster to receive consistent, high quality learning, teaching and skills progression.For all Cluster staff to be familiar with revised Framework & embedding into practice.  | Cluster Science Group will adapt existing Framework & identify twilight sessions to focus on skills development CLPL for staff | L Ingram | August ’17 -June ‘18 | Tracking & monitoring of Science Curriculum demonstrates breadth of outcomes delivered |

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| **Priority: Benchmarks (SO2, CSP.1, NIF 1)** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| **School Priority**To begin to use the CfE benchmarks in all curricular areas to plan learning, teaching, skills progression and assessment, to provide clarity on the national standards expected within each curriculum area at each level.  | Benchmarks will be in planning files, and if appropriate incorporated into existing planning tools, and used as a reference when planning learning, teaching and assessments. | Amanda HollandHelen Hamilton  | August ’17 -June ‘18 | Tracking & monitoring of Benchmarks across all curricular areas demonstrating breadth and depth of learning. |
| **Maintenance Agenda** |
| **Learning & Teaching** | **CfE / Raising Attainment** | **Assessment & Achievement** | **Self-Evaluation** | **Cluster** |
| MVTBlooms TaxonomyNumber TalksWord AwareGLOWAiFLASNThematic IDL Planning | Curricular FrameworksSTEMEco SchoolsDFSRRSIce Pack | Assessment & ModerationCEM / PIPSSEEMIS Tracking & MonitoringCelebrating SuccessCommittee TimeBlogging/ Profiles | Engage with National Improvement HubOngoing SIP EvaluationsStaff ReflectionsPupil / Parent ViewsPDR | Assessment & ModerationScience FrameworksNumber Talks |
| All staff will have responsibility for contributing towards the maintenance agenda and school improvement priorities. |

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| **PEF Funding - Budget £4,800** |
| **Priority** | **Staffing costs (F/y)** | **Staffing costs (P/Y)** | **Resources/ other** | **Total** |
| Early Years Intervention | £2,596.69 |  | 0.1 Early Years Practitioner | £2,596.69 |
| TBC | £2,203.40 |  | TBC | £2,203.31 |