

**Fisherton Primary School**

**And**

**Early Years Centre**





**School Improvement Plan**

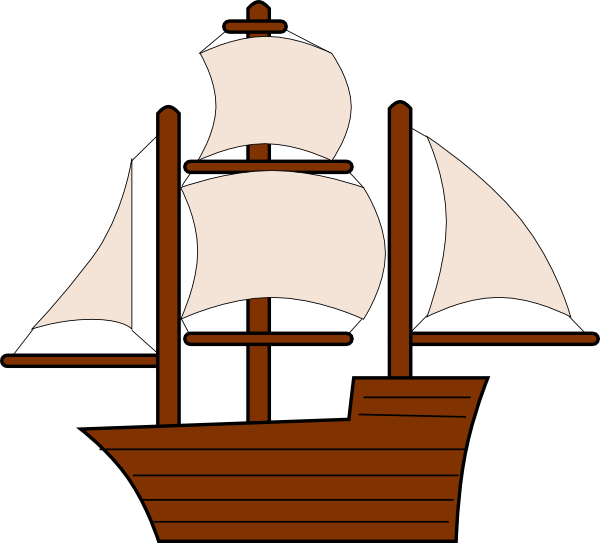
**2018/2019**



**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**

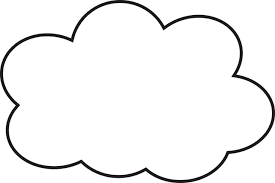
We believe learning and school are fun and we celebrate achievements together

**Hardworking**

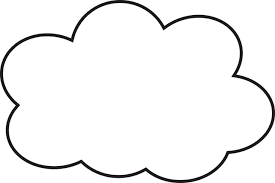
We have high expectations of each other and everyone makes progress

**Safe**

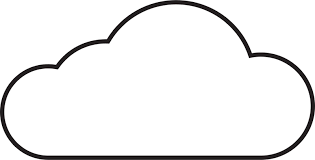
We feel safe and included in school and develop socially, emotionally and personally



Nurturing



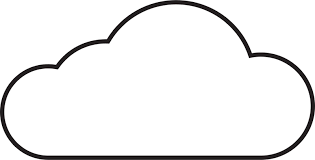
Friendly



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.

At Fisherton Primary School and Early Years Centre we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below;

**National Improvement Framework Drivers**

**National Improvement Framework**

**South Ayrshire Council Plan**

**Children’s Services Plan - Draft**

Summary Statement and Priorities

Using Self Evaluation, as a staff team, we reviewed the 2017-2018 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2018 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:

* Consultations with staff and staff audits
* Parental Questionnaires
* Pupil Questionnaires and pupil impact/feedback activities
* Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
* Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2018-2019 School Improvement Plan were devised with staff in Term 4, 2017-18; will be discussed with the Pupil and Parent Councils in September 2018, before being shared with parents, also in September 2018. The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Fisherton Primary School and Early Years Centre.

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| **PRIORITY 1: RAISING ATTAINMENT IN LITERACY**  **HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.** | | | | |
| **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 technical skills for writing across curriculum ensuring consistency in expectations and approaches for all learners across the cluster.  **School Priority**  To introduce the North Lanarkshire Active Literacy Programme in the Early and First Level stages to ensure consistency and maximise potential for our younger learners in phonics and reading. This will enable us to narrow the gap between our highest and lowest achievers in literacy.  **School Priority**  To improve equity and equality for all learners through provision of effective planning, tracking, monitoring, assessment and moderation procedures.  **School Priority**  To meet the needs of all learners in Literacy and close the attainment gap between the most and least disadvantaged children. | * Compile list of high expectations for writing skills across all aspects of curriculum * Consistency of approach across Cluster through shared expectations via Cluster CLPL * Transition project * Resources have been purchased to support school and home learning. * Appropriate staff will undertake training * School engaged in the Book Trust shared reading initiative with identified pupils * Through having a teaching team trained and confident in using new BGE Comparator tool and SEEMIS reporting model to analyse and provide data. * Through using Education Scotland’s Literacy and English benchmarks to support teacher and pupil assessment judgements and decisions about next steps in learning. * Through reviewing and adapting a range of assessments to benchmark and measure appropriately all children’s progress in Literacy and English. * Through increasing opportunities for children to be actively involved in setting learning intentions and success criteria. * Through providing additional in house CLPL for all staff in holistic approaches to planning and assessment. * Through further engagement in school moderation activities to further improve confidence and standards. * Through using the most appropriate benchmarking process for each child to help identify and target next steps in learning, track pupil progress, monitor and evaluate the impact of focussed interventions. * Through review and utilisation of current support resources to provide the most appropriate daily/weekly support for identified pupils, particularly via PEF funding. * Through monitoring and addressing the level of progress being made by targeted groups (children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs (ASN)). * Through establishing a more thorough and comprehensive Dyslexia screening programme to inform earlier intervention support. * Through seeking out and offering appropriate CLPL opportunities for teaching staff and school assistants. | Rowan Parry  (English Dept at Carrick Academy to lead working party)  Laura Martin  (Class Teacher)  Bobby McPherson  (Head Teacher)  Helen Hamilton  (Principal Teacher) | August ’18 - May ‘19  August ’18 – June’19  August ’18 – June’19 | * Analysis of SNSA writing assessment data * Moderation of written work across curricular areas * Professional assessment and moderation dialogue and staff evaluation/survey results * Pupil/parent survey results * 10% increase of children achieving expected levels within Writing. * Benchmark literacy assessments will be completed prior to pupils starting programme. * Progress will be tracked throughout programme and impact monitored. * Increase in phonological awareness and 5% value added increase in individual pupil reading ages   Impact will be measured through year beginning-year end comparative class, school and national assessment processes (Write to the Top, pupil jotter work, class/school presentations, SNSA and CfE Levels). School self-evaluation tasks through school, cluster and authority wide assessment and moderation meetings., pupil/parent impact dialogue will also be used.  100% of children at P1 currently reaching age appropriate levels in Scottish National Standardised Literacy Assessments (66.7% High, 33.3% Medium)  No P4 to sit reading and writing assessment this year.  100% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Reading Assessments (100% High – 1 pupil didn’t sit assessment)  100% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Writing Assessments (100% High – 1 pupil didn’t sit assessment)  CfE secure level attainment in Literacy and English  May 2018  P1 Reading 100%  Listening and Talking 100%  Writing 100%  P4 No class this year  P7 Reading 80%  Listening and Talking 80%  Writing 80%  Predicted Targets for May 2019  No P1 class this year  P4 Reading 60%  Listening and Talking 60%  Writing 60%  P7 Reading 66%  Listening and Talking 83%  Writing 66% |

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| **PRIORITY 2: RAISING ATTAINMENT IN NUMERACY**  **HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.** | | | | |
| **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)** |

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| **Cluster Priority**  To build on approaches to support effective planning, tracking, assessment & moderation of children's skills, progress and achievement throughout their education and beyond.  **School Priority**  To build on Number Talks strategies and approaches throughout the school, including Early Years; improving confidence in the delivery of Number Talks by our staff and in mental agility , skills and numeracy strategies for our learners. (Continued from last session due to staff turnover).  **School Priority**  To develop problem solving skills at all stages in the early years centre and school; improving comprehension of mathematical language, numeracy and thinking skills and raising attainment in numeracy and maths. | Re-establish Cluster Numeracy Group  (tasked to audit current practice; create holistic assessments and lead moderation events).   * Ensure that additional training which is required is accessible. * Monitor and quality assure delivery of Number Talks to ensure consistency. * Source problem solving resources * Ensure problem solving activities are well planned and incorporated into different areas of the curriculum * Organise problem solving events and challenges | Kerry Malcolm  Cluster Numeracy Group  (members to be confirmed)  Bobby McPherson  (Head Teacher)  Helen Hamilton  (Principal Teacher)  Debbi McVie  (Early Years Practitioner)  Bobby McPherson  (Head Teacher)  Helen Hamilton  (Principal Teacher) | August ’18 - May ‘19  August ’18 - June ‘19  August ’18 – June ‘19 | * Use of SNSA and GL assessment data at start and end of year. Create benchmark for future targets. * Primary/Secondary collaborative Maths observations * Professional assessment and moderation dialogue and staff evaluation/survey results * Pupil/parent survey results * 10% increase of children achieving expected Maths levels * Using Number Talk Baselines, assess all pupils in Aug / Sept and re-assess in May 2019 to evaluate impact. * Seek practitioner’s views and monitor to establish confidence levels in staff. * Increase in mental agility and numeracy skills across all levels * Use of assessment data at start & end of year * Assessment and moderation of holistic assessments at school and cluster level   Measured using year beginning-year end comparative class, school and national assessment processes, pupil jotter work, GL Math Assessment, SNSA and CfE Levels). Also self-evaluation via school, cluster and authority wide assessment and moderation meetings., pupil/parent impact dialogue and Developmental Milestones within Early Years.  Target is to achieve 5% value added increase in individual pupil scores in GL Maths Assessment for all pupils.  100% of children at P1 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments (100% High)  No P4 to sit numeracy assessment this year.  100% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments (100% High – 1 pupil didn’t sit assessment)  CfE secure level attainment in Numeracy and Mathematics  May 2018  P1 Numeracy 100%  P4 No class this year  P7 Numeracy 80%    Predicted Targets for May 2019  No P1 class this year  P4 Numeracy 60%  P7 Numeracy 83% |

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| **PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL**  **HGIOS4/HGIOELC QI:2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing** | | | | |
| **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**  Improve mental health and resilience in all of our children and young people, providing supports where necessary.  **School Priority**  Build on the newly established links with the community enabling outdoor learning experiences to be delivered to all our learners - developing skills for learning, life and work.  **School Priority**  To improve children’s confidence and increase the culture of thinking across  the whole curriculum. | * Implement Place to Be strategy * Use of STEP strategy * ACES training * Drama Box / DYW activity * Use of We Eat Elephants and similar programmes to match individual school context * Full implementation of school policy in line with SAC Anti-Bullying Management Guidelines * Develop new community links. * Develop garden project with the church * Develop outdoor space within school with community volunteer programme * Develop outdoor space in the community * Eco accreditation agenda * Through review and adaptation of health and wellbeing approaches across all classes to provide the most effective learning and teaching   approaches across the school.   * Through adopting a collegiate approach and commitment to embedding Making Thinking Visible, Growth Mindset and Mindfulness into the culture of the whole school, including Early Years. * Through provision of team training opportunities on using GL 'PASS' Assessment diagnostic results and emerging strategies and pedagogy (ACEs, Catch Up, Ecological Assessments) to ensure equitable approaches and early interventions are being provided. * Through monitoring and addressing the level of progress being made by targeted groups (Looked After Children, children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs. | Bobby  McPherson  (HWB Coordinators)  Davina Blain  (School Assistant)  Helen Hamilton  (Principal Teacher)  B McPherson  (Head Teacher) | August ’18 -  June ‘19  August ’18 -  June ‘19  August ‘18 -  June ‘19 | * SAC Ecological Assessment * Wellbeing web * Emotional literacy checklist * SD questionnaire * Boxall profiling * Pupil evaluations * Staff evaluations * R Collins (Carrick Academy) * Logged Bullying Incidents * 100% of children will improve in each of their SHANARRI indicators * Children will be able to demonstrate their classroom learning in new and unfamiliar contexts. * Award of Eco Green Flag   Target is to achieve 5% aggregate increase in pupil perception of overall wellbeing via SHANARRI webs, annual Pupil/Parent Survey and  GL PASS assessment.  **Current data on these held within school.**  100% of pupils to have access to or be engaged in at least one wider achievement activity either within school or within the community. |

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| **PRIORITY 4: MAKING THINKING VISIBLE**  **HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.** | | | | |
| **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 School Priority**  Embed Making Thinking Visible routines throughout the school enabling children to be confident in discussing their learning and thinking and become more skilled at using higher order thinking skills | * Staff training * Implementation of different strategies * Assessment and monitoring of progress through professional dialogue | Helen Hamilton (PT) | August ’18 -  June ‘19 | * Tracking & monitoring of range of thinking strategies used by learners * Professional dialogue * Classroom observations to monitor increase in use and presence of higher order thinki ng within classrooms * Increase in percentage of children able to talk confidently about their learning and thinking * 5% increase and improvement in relation to the literacy and numeracy targets above within Priority 1 and 2. |

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| **PRIORITY 5: SHARED HEADSHIP**  **HGIOS4/HGIOELC QI: 1.3 Leadership of Change, 1.4 Leadership and management of staff.**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing** | | | | |
| **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:**  Source and establish opportunities for Maidens Primary School and Early Years Centre and Fisherton Primary School and Early Years Centre to collaborate and improve experiences for learners and staff team through utilising shared pedagogy, skills and knowledge base. | * Through establishing regular In-Service working, staff team meetings and management meetings to provide collaborative opportunities for joint working which benefit children, staff team and parents/community. | B McPherson (HT)  A Foakes (PT at Maidens)  H Hamilton (PT at Fisherton) | August 2018 -  June 2019 | * Track experiences enabled through collaboration between both schools and early years centres * Professional dialogue feedback * Pupil voice dialogue feedback * Team meeting and management minutes * Pupil, parent and staff surveys * PDR/PRD/GTCS/SSSC records |

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| **PEF Funding - Budget £4,320** | | | | |
| **Priority** | **Staffing costs (F/y)** | **Staffing costs (P/Y)** | **Resources/ other** | **Total** |
| Early Years Intervention | £2 688 | 0.1 FTE Early Years Practitioner |  | £2 688 |
| Priorities 1 and 2 | £1 632 | (Intention to seek additional School Assistant hours) |  | £1 632 |
|  |  |  |  | £4 320 |

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| **Maintenance Agenda** | | | | |
| **Learning & Teaching** | **CfE / Raising Attainment** | **Assessment & Achievement** | **Self-Evaluation** | **Cluster** |
| Blooms Taxonomy  Word Aware  3 Read  GLOW  AiFL  ASN  IDL / Holistic Planning | Curricular Frameworks  STEM  DFS  RRS  Ice Pack | Assessment & Moderation  SNSA / PIPS / GL  SEEMIS BGE Tracking & Monitoring  Celebrating Success  Committee Time  Blogging | Engage with National Improvement Hub  Ongoing SIP Evaluations  Staff Reflections  Pupil / Parent Views  PDR/PRD | Holistic Assessment & Moderation  Frameworks  Number Talks  HWB Transition Projects |
| All staff will have responsibility for contributing towards the maintenance agenda and school improvement priorities. | | | | |

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| **Evaluation of School Priorities**  **Jan 2019** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this using HGIOS?4 six-point scale?** |
| **Priority 1**  **(Literacy)** |  |  |  | 4 |

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| **Evaluation of School Priorities**  **Jan 2019** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this using HGIOS?4 six-point scale?** |
| **Priority 2**  **(Numeracy)** |  |  |  | 4 |

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| **Evaluation of School Priorities**  **Jan 2019** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this using HGIOS?4 six-point scale?** |
| **Priority 3**  **(HWB)** |  |  |  | 4 |

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| **Evaluation of School Priorities**  **Jan 2019** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this using HGIOS?4 six-point scale?** |
| **Priority 4**  **(MTV)** |  |  |  | 4 |

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| **Evaluation of School Priorities**  **Jan 2019** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this using HGIOS?4 six-point scale?** |
| **Priority 5**  **(Shared Headship)** |  |  |  | 4 |