



Woodpark Primary and Nursery Classes

**Establishment Improvement Plan and
Standards and Quality Report**



Session 2016/2017

Lesmahagow Learning Community

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1A

Introduction

The Standards in Scotland's Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Woodpark Primary School and Nursery Classes and to celebrate our successes.

Woodpark Primary is situated in the village of Lesmahagow in an area of high deprivation. In session 2016/17, the school will consist of 8 classes and 2 Nursery Classes. Our Nursery includes provision for 2 year olds. The Management Team will consist of the Head Teacher, a Depute Head Teacher and a Principal Teacher.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. Our school Vision is as follows:

Woodpark Primary School is a vibrant place full of learning, laughter and fun. The school creates a safe and stimulating environment where quality teaching develops children as confident and motivated individuals. The children are proud of their achievements and talents and are happy, healthy and valued.

The school also gives plenty of opportunities for extra-curricular activities. This year activities have included: football, netball, choir, karate and rugby.

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1A Education Resources Statement of Purpose

The vision of South Lanarkshire Council is to *'Work Together to improve the quality of life for everyone in South Lanarkshire'*.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

Aims of the Learning Community

All staff in establishments and teams in the Lesmahagow Learning Community are committed to working together to :

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regard to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsible citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.

1B

Establishment Aims

1. Key performance outcomes

Woodpark Primary School and Nursery Classes works to improve attainment through the provision of active learning activities and link better behaviour to better learning. Our children are successful, confident and responsible and contribute to the life of the school and wider community.

2. Impact on learners/Impact on children

The children of Woodpark Primary and Nursery Classes are actively involved in their own learning and feel confident that their views are listened to and acted upon. Children, parents and families of Woodpark are involved in all aspects of education.

3. Impact on staff

All staff in Woodpark (Primary and Nursery) are valued, consulted and supported and aim to provide high-quality education for all learners. They are involved in all aspects of school life.

4. Impact on the community

Woodpark Primary and Nursery Classes are involved in helping others in the local and wider community and encourage the local community to attend our events.

5. Delivery of education/Provision of early education

Woodpark Primary and Nursery Classes deliver a challenging, interesting education which promotes active learning in fun and fair situations.

6. Policy development and planning

Woodpark is a democratic school and nursery involving pupils, staff, parents/carers, partner organisations and other services in policy development and planning.

7. Management and support of staff

Woodpark Primary strives to give all children a better learning experience by increasing the number of staff to support children who are experiencing difficulty. Our staff feel valued and involved in the work of the school and their efforts are recognised and celebrated.

8. Partnership and resources/Resources

Woodpark Primary and Nursery Classes work in partnership to maximise the use of quality resources to meet the needs of all stakeholders.

9. Leadership

Woodpark Primary and Nursery Classes provide fair, consistent and shared leadership to promote team work in our school.

How well do our children learn and achieve?

Existing Strengths:

- Children are well-behaved and courteous. They are proud of their school and their learning.
- Children feel safe and looked after in school and know what to do if they have a concern. Children are positive about the school ethos and their relationships with staff.
- Children have opportunities to interact with others in their learning and they work well together. For example, sharing their work with peers, solving problems and debating. They engage well in their learning and have opportunities to be active in their learning.
- Children across the school are developing a good understanding of the need for a healthy lifestyle and enjoy a variety of activities which develop this during our annual Health Week
- Children respond well to opportunities to take more responsibility at a whole-school level. Every child has been a member of a school committee which deals with real issues in relation to the school.
- The Pupil Council are involved in organising and delivering weekly assemblies to celebrate attainment and achievement throughout the school.
- Children share their achievements and experiences by presenting their work to parents, through successful 'show case events' This assists them in developing their confidence in presenting to an audience
- Children also share good work and good news at our weekly assembly
- Staff have integrated Tools for Reading into their everyday teaching to bridge the gap between simple decoding and developing comprehension skills.
- Children in the infant department are confident in using questioning fans to develop questioning techniques. The upper school has developed more complex questioning techniques for teachers and learners through the work being done using Blooms Taxonomy.
- Summative assessment is being used effectively across the school to highlight children's progress and to highlight children who require intervention – we currently use Single Word Spelling and Reading tests, Progress in Maths and New Group Reading Tests. These results are then used to group children and focus learning support where it is needed most.
- We are monitoring children's participation in school run clubs to promote engagement and formally recording achievements in literacy/numeracy and wider achievements.
- The school promotes achievement well. Children have a range of opportunities to be involved in wider achievements. There are various extra-curricular activities the children can be involved in including karate, athletics, football and basketball.
- Music Tuition is offered to children across the learning community to participate and learn to play brass instruments and guitars
- Children are regularly involved in fundraising events for the local and wider community e.g. Children in Need, Cancer Research, Guidedogs for the Blind, St. Andrew's Hospice events
- The school is effectively developing links with the local community through involvement in the Larkhall Rotary club's annual quiz, and delivering food and vegetables to the local Day Care Centre.
- To develop their confidence and social skills, P7 children take part each year in a residential experience .e.g. this year to Kingswood
- The school has an annual *Make a Difference Week* where different aspects of wider skills for work and life are developed. Over the past 3 years we have had a week on Emotional Literacy, The World of Work and Scots Language.

- Assemblies are a regular feature of the school and celebrate achievement and successes. These are organised and presented by the Pupil Council.
- Children are making progress in reading, listening, talking and writing and this is monitored using a tracking sheet
- Children across all stages are using our writing programme which incorporates Write to the Top VCOP strategies
- Most children can listen attentively to their teacher and to one another.
- Across the school, children enjoy reading and most are making good progress.
- Children have more use of ICT in the form of extra desktops in classrooms and timetabled use of notebooks and i-pads
- Question fans for Bloom's Taxonomy for P4-7 are being used more consistently
- Health & Wellbeing programme has been updated to include relationships, sexual health and parenthood and substance misuse experiences and outcomes
- Food and Health programme has been updated
- Food technology outcomes are now covered to a high standard thanks to work done last year on a programme of study and new resources being purchased.
- Mental, emotional, social and physical wellbeing/Planning for choices and changes programme now reflects CfE
- Staff have begun planning for MFL 1 + 2 approach
- A Financial Education week was introduced giving children experiences of all the Es and Os reflecting finance. This is now part of our annual calendar of events.
- Monitoring of Forward Plans is robust and a close eye is kept on the progress of groups and individuals.
- New monitoring feedback sheets have been developed by staff for class visits, forward plans and jotter monitoring. These are based on H.G.I.O.S 4 and incorporate the best teaching and learning techniques.
- We have introduced Scots as a 3rd language.
- Scots has been integrated into our writing planners and suitable resources have been purchased to support this.
- We have re-introduced a Burns competition
- Making Rights Real has been introduced throughout the school.
- Big Maths has been purchased with a view to introduce next session.

Nursery

- Most children are content and settled in the nursery. Most choose activities confidently and enthusiastically and sustain their interest, for example, in filling and pouring containers with water, making collages using a range of paper and materials and producing self portraits using a computer programme.
- They enjoy very positive relationships with staff. Older children have formed friendships with their peers. They are becoming independent, for example, in caring for themselves, serving themselves at snack time and getting ready for outdoor play.
- They contribute their ideas well in planning topics, for example, through mind maps.
- Children demonstrate a good understanding of positive behaviour. They listen to and follow instructions.
- The nursery have a Plenary session for children to come together in groups and reflect on their learning each day this allows the children to reflect upon their learning and to talk in a group situation.
- The nursery encourages the children to tidy up after their individual activities.
- Staff record children's achievements in their "I can" book.
- This year the 'I Can' books were changed to reflect curricular areas rather than the capacities. We are continuing to reflect on how best to develop these books.

- Nursery children celebrate success along with the primary school in relation to “Jumping in the Jungle of Joy”. These achievements are recognised through a certificate. They occasionally attend school assemblies to receive their awards
- Children who receive a Jungle of Joy certificate are also given a ‘Take Home Ted’, Tilly or Tedford, for the weekend – the teddies come with a camera and diary for the children to record their adventures.
- Children’s work is displayed in the nursery playroom and at the entrance.
- Most children are achieving very well in literacy and numeracy as appropriate to their age. They listen very well to and follow instructions. They enjoy listening to stories and rhymes.
- Children borrow books from the nursery on a regular basis and the majority demonstrate an interest in books.
- Most children can recognise the names of days of the week.
- Children respond well to the encouragement of staff to recount stories and staff have developed their stories in a book which children have illustrated.
- Children can recognise their own name and place their name card on the snack chart. They also put their name card on pieces of art and craft.
- Most preschool children can recognise the first sound in their name and many preschool children can write their name.
- Most preschool children are able to identify words which start with a specific sound.
- The majority of children can recognise simple shapes. They are confident counting beyond twenty and using numbers during their play. Most preschool children can recognise numbers up to ten. The majority can recognise numbers beyond ten.
- Three year old children are developing an awareness of numbers to five in the context of their play.
- Numeracy within the room continues to develop.
- Children are developing a sound understanding of how to keep safe and healthy, for example through routines such as tooth brushing and hand washing and through promotion of healthy snacks.
- They are able to name different parts of the body and recognise what types of activity keeps them healthy.
- They demonstrate well controlled hand/eye coordination as they use mark-making resources and construction materials.
- Children are developing effective ICT skills in mouse control, how to operate a camera and programmable toys.
- Children are developing well their creative and aesthetic skills through regular activities within art and craft.
- Children do monthly line drawings of themselves and this shows clearly the progress in their pencil control and thinking skills.

Areas for development:

School

- Increase and improve the Learning Conversations going on in each class.
- Introduce standardised target setting and record keeping for pupils
- Standardise ongoing communication with parents regarding individual children’s learning
- Development of Spotlight on Skills for a more integrated approach in middle and upper school.
- Implementation of The Big Maths Framework – (CLIC) Counting, Learn Its, It’s Nothing New, Calculations) from Primary 1 to Primary 7
- Development and implementation of Outdoor Learning planning and tracking sheets
- A more rigorous approach made to Outdoor Learning across the school
- Systematic approach to teaching and assessing Talking & Listening standardised

Nursery

- Further develop 'I Can' books and reflect on how the SHANARRI indicators can be incorporated.
- Audit the 'promoting curiosity, inquiry and creativity' section in Building Our Ambition and take any actions required.
- Encourage children to be more regularly involved in cooperative play by providing further experiences where they are developing their skills in working together.
- Extend children's learning experiences within outdoor play with particular emphasis on literacy.

1C

How well does the establishment support children to develop and learn?

Existing Strengths:

School

- Through the more consistent use of Tools for Reading, teachers' use of questioning has been extended further to prompt children to think more about their learning and progress.
- Children have more opportunities to take responsibility for aspects of their learning..
- Teachers make good use of pair/group work. Collaborative learning is used effectively across all stages.
- The use of ICT as an integral part of learning has been further developed with the use of notebooks and i-pads
- Staff use programmes of work flexibly and are building in more varied and relevant opportunities for learning.
- In P1-3, play activities are an integral feature of learning which enables children to explore, apply and consolidate learning.
- Staff know children very well and are alert to their educational, physical and emotional needs. They give good attention to the pastoral care of children. This was evident after the Social and Emotional Education and Development (SEED) survey was carried out with pupils and parents over the last 2 years
- The school has continued to develop, with the help of learning support staff, clear additional support plans for children who have a wide range of needs.
- Children are well supported to behave appropriately in school and in the playground through the effective well-embedded behaviour management programme. Other more personalised support strategies have also been introduced for a few individual pupils, which are helping to improve their behaviour. For example, stickers and behaviour cards tailored to the specific individual needs of learners.
- Staff recognise that it is everyone's role to meet the needs of children within their context
- Children with additional support plans are making progress in relation to their prior levels of achievement. Parents are always invited to be involved in target setting and evaluating their children's progress
- The school follows current authority practice in implementing the ASL legislation and GIRFEC guidance.
- The school has established effective partnership working to help ensure that children receive appropriate specialist help. There is close partnership working with speech and

language therapy and educational psychologist. As a result of close working between the school and the other services, children's barriers to learning are being minimised.

- The school plays an effective part in multiagency working to ensure that children are supported and kept safe. The school maintains helpful chronologies on significant events in children's lives.
- Interactions between children and staff are positive.
- Teachers share practice through informal dialogue, school working groups and collaborative projects, for example the 'Making a difference' initiative.
- Teachers are working confidently with the experiences and outcomes in their individual planning, as seen in their forward planning files
- French is being introduced from Nursery.
- The school is continuing to plan and implement interdisciplinary studies and to build in subject areas. Staff are consulting children about the content of their topics and taking aspects of their views into account.
- Children visit places of interest to support their learning. For example, Kelvingrove Museum, Science Centre, Museum of Childhood, transport museum, Scottish Parliament.
- The school provides 2 hours of high quality physical education for all children across the school.
- Transition from nursery to P1 is in place and the P1 teacher visits the nursery regularly in May/June. P7 to secondary transition is well developed; the children visit for two days and have several visits from secondary teachers
- Parental transition events are supported through partnership with the Home School Partnership Worker.
- The school has developed an internal transition system to support the effective planning for children and classes moving from stage to stage.
- A collaborative approach within the learning community to P7 profiling is building successfully on the achievement logs.
- Appropriate arrangements are in place for religious observance and we have introduced a weekly prayer at assembly.
- We have introduced 'Cool In School' to develop emotional resilience in our children.
- Children are tracked in their progress of numeracy and literacy through standardised testing and the results of these tests are used to focus support where it is most needed.
- ASPs are in place for all children who require them and contain appropriate targets. Parents and children are fully involved in this process.
- Staged Intervention is managed effectively for children who have additional needs but do not, as yet, require an A.S.P.
- Pupil Profiles follow children through the school and contain achievements from Primary 1 to Primary 7.
- The school is well resourced to meet the needs of learners and teachers also make good use of the High School for additional resources as required.

Nursery

- Care Inspectorate graded our Nursery '5 – Very Good' in Quality of care and support in our February 2016 inspection.
- Staff are kind and caring towards children throughout the nursery and work to ensure children feel safe, secure and enjoy their experience there. They provide a nurturing and calm environment.
- Staff are clear about their roles in supporting children. They know children very well as individuals and as learners.
- They carefully observe children's learning and share observations with colleagues which inform their record of progress and their next steps.
- Children's progress is tracked in their personal learning folders.

- The nursery has established effective joint working with other professionals, including speech and language therapist, occupational therapists and the educational psychologist to provide support and advice in developing and implementing appropriate strategies for individual children.
- Children with speech and language difficulties are quickly identified and professional advice is sought.
- Barriers to learning are quickly identified and children who require additional support have Additional Support Plans.
- The nursery has appropriate approaches to administering medicines, including parental consent forms. Care is taken to ensure that staff are familiar with routines in relation to specific medical conditions, such as allergies.
- Staff in the nursery interact well with children in their focused activities. Through effective questioning they assist children to develop their understanding.
- Staff use experiences and outcomes to plan children's learning. They are ensuring that literacy and numeracy skills are developed across all areas of learning.
- They provide a broad range of interesting experiences across the curriculum.
- They involve children in planning themes which link areas of their learning.
- Staff have worked well together to improve transition into nursery and from nursery to P1. Induction into nursery is well focused on meeting children's needs.
- Staff provide parents with helpful information leaflets about the work of the nursery and a leaflet about how they can support their children's learning.
- A new leaflet has been produced outlining for parents the transition process between the Willow Room and the Rowan Room
- Staff meet with parents formally twice each year to discuss their children's progress.
- A transition event for children entering P1 was very well attended.
- Staff regularly meet with the Early Years Support for Learning teacher to discuss ASPs and Staged Interventions.
- Our 2 year old provision is now well established and was full last session. Questionnaires for parents show that the room is meeting the expectations of parents.

Areas for development:

School

- Increase and improve the Learning Conversations going on in each class.
- Introduce standardised target setting and record keeping for pupils
- Standardise ongoing communication with parents regarding individual children's learning
- More vigorous use of Writing Criteria to aid self and peer assessment

Nursery

- Ensure that the transition process between the Willow Room and other nursery classes is as well managed as the transition between our 2 rooms.
- Work with other schools who are getting our N5 pupils to ensure they have as good a transition as the children going to Woodpark
- Continue to ensure that Staged Intervention paperwork is reviewed every 6 weeks instead of every term.
- Continue to ensure children who may have additional support needs are identified early and support is provided.

1C

How well does the establishment improve the quality of its work?

Existing Strengths:

- Self-evaluation has brought about improvement in a number of initiatives including parental engagement, homework, literacy development and whole-school behaviour.
- Priorities in the school improvement plan are identified through self-evaluation.
- Staff choose which priority in the Improvement Plan to work on and write their 'own' page 7 to allow a feeling of ownership of the development.
- Following any Working Party development, an evaluation is written by staff in order to reflect on the impact their work has had.
- The HT comments robustly on forward plans and undertakes classroom observations with written and oral feedback.
- Across the school, staff are encouraged to reflect on their practice.
- The culture within the school supports teachers' evaluating and questioning what they do, how their practice meets the needs of children and young people and how they can improve.
- The principal teacher provides very good support to the headteacher and continues to take forward ASN developments across the school.
- Children across the school are encouraged to take on a number of responsibilities. Senior pupils take on a range of responsibilities including acting as buddies, and organising the weekly Friday assembly
- Staff are beginning to engage with H.G.I.O.S 4 and used it to produce new monitoring sheets for school improvement.

Nursery

- Staff spent an inservice day looking at the new How Good Is Our Early Learning and Childcare specifically Quality Indicators 2.4, 2.5, 2.6 and 3.2. and assessed where we are and what we need to do to improve.
- The headteacher observes playroom practice and provides written feedback to staff. She meets weekly with nursery staff to discuss support for children and progress in the Improvement Plan.
- Staff in the nursery track and record children's individual progress and use the information well to plan next steps.
- Parental views are sought on a very regular basis – at monthly Drop In sessions and during every Open Day in the Nursery.
- Questionnaires are sent home regularly to capture parent views.
- Staff have worked on Building The Ambition and parents were also sent questionnaires based on BtA.
- Questionnaires were sent to parents in Primary 1 to evaluate the transition from Nursery to Primary 1 in order to find gaps that needed filled.
- The Nursery have given questionnaires to parents from the Willow Room to assess transition to the Rowan Room.
- Care Inspectorate Returns give a forum for discussions regarding areas for improvement.

Across the School

- The headteacher provides effective leadership. Children, staff and parents find her open and approachable. She is responsive to the needs of children and places this at the heart of the work of the school.

- The headteacher has worked collegiately with staff to promote a caring ethos. She actively involves staff in school improvement. She has a high degree of credibility among parents, staff, partners and children.
- Staff across the school take on leadership roles. Different teachers are in charge of leading Health Week, ICT, Financial Education Week, Literacy and Bikeability.
- Staff have engaged in a range of CPD opportunities including training and development related to the school improvement priorities
- The school has good arrangements in place to ensure that young people are safe.
- Staff are aware of the school's procedures for safeguarding children and receive appropriate training.
- The school deals effectively with any complaints it receives from young people, parents, staff and the wider community.
- There is a suggestion box for pupils' comments.
- The PTA is supportive of the school, it raises funds and is keen to engage with the school and to encourage greater parental involvement in the life of the school.
- The building is fully accessible to all learners.

Areas for development:

Due to vast numbers of temporary staff this session, there has been less work done on this aspect of school improvement as staff have spent time just getting to know their own classes and programmes of study. Our development needs, therefore, remain very much as they were last year:

- Over the past 2 years consultation of parents and pupils has slipped and this needs to be 'picked up' again.
- Whole school committees should be reintroduced.
- Support young people to develop the necessary skills to evaluate their progress and plan how to improve.
- Continue to ensure consistency in teachers' evaluations of progress and develop further arrangements for sharing good practice between staff across different stages and beyond the school
- The school should build upon their self-evaluation by developing a clearer focus on evaluating and reporting on how priorities and initiatives have impacted on improving outcomes for learners
- Children are capable of taking on more responsibility for their learning within classes-staff should look to build greater opportunities for leadership and independence.
- Re-establish consultations with parents to ensure they are involved in every new initiative in the school.

1C

How do we ensure equality and inclusion and promote diversity across our establishment?

- Children enjoy the opportunity to become involved in topics and projects which involve equality issues.
- The school and nursery support a range of charities giving children the opportunity to experience issues in a supportive manner. Over the past few years we have raised money and awareness of:
Barnardo's
Oxfam
St. Andrew's Hospice
Children In Need
Breast Cancer
Down's Syndrome
Guide Dogs for the Blind
Action Medical Research
Wateraid
- During Make a Difference Week (MAD Week), children benefitted from learning experiences which developed their understanding of mental and emotional health and that equality is important in building positive relationships
- Our weekly assemblies have been focusing on using Fischy Music which provides our pupils with skills for supporting others through challenging times as well as developing self awareness
- All children with ASN are provided with effective classroom support or are referred to professionals within health, social work or the voluntary sector.
- There has been two exclusions this school year.
- Our staged intervention programme provides ASN children with appropriate levels of support and children with ASPs will have a personalised A5 copy of their targets to allow them to be more aware of their own target on a daily basis
- Continued assessment and tracking and monitoring procedures ensure all children's progress is regularly and effectively monitored to allow support when necessary.
- All children have the opportunity to showcase their best work to parents and other children at weekly assemblies and at our annual Showcase event.
- All children are immersed in activities designed to develop the 4 capacities.
- All children know who to speak to regarding issues of misbehaviour or bullying.
- Children are provided with opportunities to consider and reflect upon the range of attitudes to gender, sexuality, relationships and family life
- Our learning and teaching approaches promote a climate of respect and trust and understands the role of anti-discrimination, anti-bullying and child protection policies
- Primary 7 study the novel "The Divided City" and using Higher Order Reading Skills to explore the content of the book
- Infant classes are being introduced to The Rainbow Fish story and associated activities as an introduction to anti-sectarian education

Section 2:
Planning for Improvement

2A	Improvement Priorities Session 2016/2017	Progress of Priorities and Impact for Learners
<p>Improve achievement and attainment outcomes in all establishments annually till March 2017.</p>	<ul style="list-style-type: none"> • Implementation of Significant Aspects of Learning in Numeracy and Mathematics by developing the Big Maths Methodology throughout the school. • Continue to implement the new French programme of study – this year Primary 3 vocabulary will be introduced from P3 and up. • Use Scots Language as a part of our Writing programme for each class in the school 	
<p>Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2017.</p>	<ul style="list-style-type: none"> • Re-launch the Cool In School materials as it was recognised this was not effectively implemented last session. • Properly integrate Outdoor Learning in each class of the school to allow children to experience different learning environments. • Work on developing Learning Conversations in the classroom to ensure learners know where they are in their learning and how to progress to the next level. 	
<p>Implement key aspects of legislative duties as prescribed in revised/new legislation and progress recommendations of Getting it Right for Every Child (GIRFEC) till March 2017</p>	<ul style="list-style-type: none"> • In the Nursery, try to incorporate the SHANARRI indicators into our 'I Can' books. • Along with the Learning Community, attend in-service on how to best meet the needs of autistic children • Develop moderation techniques with others in the Learning Community to ensure standards are shared in each school and across the Community. 	
<p>Increase involvement in lifelong learning for young people and adults till March 2017.</p>	<p>See Learning Community Plan</p>	
<p>Progress the key themes of self evaluation and leadership in all establishments and services till March 2017.</p>	<ul style="list-style-type: none"> • Develop an awareness of How Good Is Our School 4 and How Good Is Our Early Learning and Childcare and use these documents to monitor and evaluate our practice • Ensure consultation with all stakeholders on the new developments taking place in the school • Ensure self-evaluation activities are carried out with school improvement as it's ultimate aim. 	

Priority 1 linked to H.G.I.O.S.4 QI 3.2, and to NIF Key priorities 1, 2 & 4

Implementation of Significant Aspects of Learning (SALS) in Numeracy and Mathematics by developing The Big Maths Methodology throughout the school.

Target(s)

Staff will create and source (SALS) resources suitable for Early, First and Second Level
All staff will be shown the framework to enable them to use it within their own class
Staff will implement The Big Maths Framework – (CLIC) Counting, Learn Its, It's Nothing New, Calculations) from Primary 1 to Primary 7

Success criteria (Outcomes related to impact and benefits for learners)

Children will develop significantly strengthened core numeracy skills focusing on SAL 1
Children will be able to use these skills in real life scenarios SAL 5
Children will work within wider subject areas in mathematics to demonstrate breadth in their learning e.g. measure, probability SAL 2

**Audit/monitoring/evaluation of impact and benefits
(Methods used/to be used)**

Assessment of Learn Its and Beat That – self/teacher
Forward Plan monitoring
Observation during class sessions
Progress in Maths Assessments in P2, P4 & P7

Timescales**(Including progress/success checks, dates)**

Planning Resources produced by Cat 1 Session 2016/17
Learn It and Beat That Resources by Cat 2 Session 2016/17
Preparation of Staff Cascade Presentation during Cat 3 Session 2016/17
Cascade to all staff during November In-Service Day
Trial Daily Programme by NQT during November/December 2016
Implemented in all classes in January 2017
Evaluate effectiveness – questionnaire/confidence survey August 2016 and June 2017

Resource allocation**(Implementation group/personnel)**

Big Maths Handbook (bought), The CLIC Book, CD Roms, Big Maths Progress Drives App
CAT nights throughout Term 1
Time at November In- Service

Staff development/external support requested/planned

Staff optional attendance at external Big Maths training
Presentation will be given on November in-service day

Priority 2: Linked to H.G.I.O.S.4 Q.I 3.2 and to N.I.F 1 & 2

To increase and improve the children's knowledge and understanding of where they are in their own learning, taking into consideration previous, current and future experiences in order to improve attainment and achievement.

Target(s)

1. Further develop learning conversations with children on a daily/weekly/termly basis
2. Introduce standardised target setting and record keeping for pupils
3. Introduce standardised communication with parents regarding children's learning
4. Development of Spotlight on Skills for a more integrated approach in middle and upper school.

Success criteria (Outcomes related to impact and benefits for learners)

1. Children will become more aware of their own learning and be able to state what CFE level they are working within and what specifically they are learning about due to more in depth conversations daily/weekly/termly with their class teacher.
2. Children will be able to become more responsible for their own attainment and achievement by making decisions about their own learning pathways through termly target setting and being more responsible for their own record keeping.
3. Parents will have a better understanding of their own child's everyday learning due to Postcards Home, with a view to further increase children's attainment.
4. Children in middle and upper school will have a better understanding of lifelong learning skills through the integrated implementation of Spotlight on Skills.

Audit/monitoring/evaluation of impact and benefits

(Methods used/to be used)

- Planning
- Preparation of uniform target setting methods and reporting methods
- Target Setting, Pupil Profile and reporting monitoring
- Parent consultations
- Staff consultation and discussion
- Use of school website – class pages for Postcard Home

Timescales

(Including progress/success checks, dates)

Term 1: Research/visit a school/s which are currently implementing effective target setting, learning conversations and communication with parents.

Consult with staff about methods of learning conversations, target setting and parental communication.

Term 2: Begin to devise standardised target setting, parental communication etc.

Begin to integrate Spotlight on Skills across middle/upper primary.

Term 3: Implement target setting, parental communication and learning conversations

Term 4: Evaluate impact of target setting, parental communication, learning logs etc and decide how to proceed in a sustainable manner.

Resource allocation

(Implementation group/personnel)

- Marianne Duncan (Group Leader), Duska McLeish and Lynn Connell (Maternity cover needed)
- All staff, parents and pupils P1-7
- CAT nights

Staff development/external support requested/planned

Research/visit a school/s which are currently implementing effective target setting, learning conversations and communication with parents.

Priority 3 Linked to H.G.I.O.S 4 QI 2.3 and NIF 3

Outdoor Learning Working Party

- 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 destinations for all young people.

Target(s)

- To create planning and tracking sheets for Outdoor Learning to be used in Forward Planning.
- To research funding to obtain materials and resources for outdoor learning.
- Research good practice in Outdoor Learning and visit establishments (at least one) who have successfully implemented Outdoor Learning through the curriculum.
- To deliver staff training using 'The Playtime Revolution' resource from Learning Through Landscape with teaching and support staff.
- To create a bank of resources of loose materials for pupils to access during playtime and lunchtime.
- To train two members of staff in 'Forest School'.

Success criteria (Outcomes related to impact and benefits for learners)

- Teachers will be planning for and delivering outdoor learning experiences for all pupils.
- Planning and tracking sheets will be developed and will be used in Forward Planning.
- Staff training will develop confidence in teachers and support staffs delivery of Outdoor Learning, which will allow the pupils to access valuable learning experiences.
- Material will be purchased and available for use.
- Targeted children will benefit from a Forest School experience.

Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

- Research of current Outdoor learning strategies.
- Staff consultations and discussions
- Child questionnaire of what they would like to see.
- Beginning middle and end of academic year evaluating impact of resources with pupils and staff.
- Evidence and Resource Bank – collection of class lessons and evaluations to be continued termly.

Timescales

Term 1

- Completed research on good practise
- Look into funding opportunities.
- Have visited at least one establishment to share good practise.
- Starting questionnaire to pupils and staff to gauge views and ideas for development.

Term 2

- Create planning and tracking sheets for Outdoor Learning
- Purchase and implement Outdoor Learning loose materials – if funding is available.
- Midway evaluations

Term 3

- Deliver staff training

Term 4

- Create a folder of Outdoor Learning activities / evidence by gather lesson blurbs and evaluation (1 per term)
- End of year evaluation

Resource allocation

(Implementation group/personnel)

- Stephen Hartley (Group Leader) Carrie McPhee and NQT
- All staff Primaries 1-7
- CAT nights

Priority 1 linked to H.G.I.O.E.L.C QI 1.1, 2.3, 3.2 and NIF 1,2,3 and BtA 7.4.3, 7.5.3

Familiarisation of 'Building the Ambition', 'Promoting curiosity, inquiry and creativity'

Target(s)

- Staff will continue familiarisation of the policies and research contained within the document 'Building the Ambition'
- Self-evaluation activities will be carried out with Nursery staff
- An audit will be completed on 'Promoting curiosity, inquiry and creativity'

Success criteria (Outcomes related to impact and benefits for learners)

- Children within both Nursery rooms will benefit from staff's improved knowledge of what children need to develop their curiosity, inquiry and creativity.
- The Learning Environments within both rooms will be more enriching providing more opportunities for creativity.

**Audit/monitoring/evaluation of impact and benefits
(Methods used/to be used)**

- Questionnaires for parents/carers
- Questionnaires for other services/professionals
- Audit carried out by staff
- Nursery visits by Head Teacher

Timescales

(Including progress/success checks, dates)

Questionnaires issued to parents/carers by December 2015.
Self evaluation by October 2016, repeated in June 2017
Audit of nursery ongoing August – June

Resource allocation

(Implementation group/personnel)

Resources used from Education Scotland website.
Copies of Building the Ambition for each member of staff

Staff development/external support requested/planned

Advice from Early Years team would be welcome

Priority 2 linked to H.G.I.O.E.L.C 2.2, 2.4, 2.5. 2.7 and NIF 1, 2, 3 and BtA 7.4.1, 7.4.2, 7.5.1, 7.5.2

Implement key aspects of Curriculum for Excellence in all establishments - redesign of 'I Can' Books

Target(s)

- Discuss with Nursery staff the most efficient way of capturing progress and progression in key curricular areas.
- Design a new 'I Can' Book to record progress in Numeracy, Literacy, Health and Wellbeing and Learning Across The Curriculum
- Consider how to incorporate the SHANARRI indicators into our 'I Can' books
- Consult with parents on the new 'I Can' Book.
- Discuss with children their new profile books.

Success criteria (Outcomes related to impact and benefits for learners)

- Staff will feel involved in the design of the new book.
- Children's progress will be captured under curricular headings, giving a better idea of progress and progression in key aspects.
- Parents will feel involved in the redesign process.

**Audit/monitoring/evaluation of impact and benefits
(Methods used/to be used)**

- Discussion with staff at staff meetings
- Discussion with parents at the Parent Drop In
- Discussion with children while filling in their profile books.

**Timescales
(Including progress/success checks, dates)**

Discussion with staff – Aug/Sept 16
Start of new profiles – from October 16

**Resource allocation
(Implementation group/personnel)**

All Nursery staff

Staff development/external support requested/planned

Advice from Early Years Development Team is welcome and any good examples from other establishments would be helpful.

Priority 2 linked to H.G.I.O.E.L.C QI 2.5 and NIF 1, 2 and BtA 7.4.1, 7.4.2, 7.5.1 and 7.5.2

Developing Family Learning

Target(s)

- Staff will deliver You and Your Child training for parents
- Staff will deliver 'Let's Play' training if there is seen to be a need from parents
- We will canvas parents to discover where they would like more information regarding their child's learning
- Staff will work with Home School Partnership and Integrated Children's Services to provide any other suitable training for parents

Success criteria (Outcomes related to impact and benefits for learners)

- Targeted parents will attend the You and Your Child course and stay for 12 weeks
- Targeted parents will attend 'Let's Play' training for a 6 week block
- Parents will feel supported by the Nursery and engage with activities which are provided
- The Nursery will be confident in knowing what it is our parents require to feel more engaged in their child's learning.

**Audit/monitoring/evaluation of impact and benefits
(Methods used/to be used)**

- Questionnaires for parents/carers
-

Timescales

(Including progress/success checks, dates)

- You and Your Child course will run in the first term August – December
- Questionnaires to parents will be issued in the second term to discover what other training or information they would like to receive
- Discussions with Home School Partnership worker will take place at the end of each term to plan for future events

Resource allocation

(Implementation group/personnel)

Yvonne Mackie and Evelyn McGonagle to deliver You and Your Child

If 'Let's Play' is run again, this will be with Marian Faulds and Shirley Mitchell

Staff development/external support requested/planned

Training has already been done for relevant staff.

