

Education – Improvement Planning Document

Establishment Name:

Ardgowan Primary

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Signatures:

Head of Establishment	Alison McLellan	Date	12.6.17
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Quality Improvement Officer	Norman Greenshields	Date	12.6.17
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Our Vision, Values and Aims

Our Vision

Always be the best that we can be
Respect each other and our community
Develop skills for learning, life and work
Grow in confidence in a happy, nurturing environment
Offer support to others
Work and play together
All have opportunities to be heard
Never give up!

Our values Honesty Respect Achievement Friendship

Our aims

To create successful learners by providing all pupils with equal opportunities for maximum learning and development
To create confident individuals by encouraging respect for every child's individuality and dignity
To create responsible citizens by developing and fostering positive attitudes and skills for all pupils which prepare them for life in society
To create effective contributors by encouraging an enterprising attitude, resilience and independent learning skills
To develop an open, welcoming and caring school in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Increase attainment in reading, writing, listening and talking and numeracy • Introduce SEAL across the school • Upskill teachers through Visible Learning training • Familiarise staff with literacy and numeracy benchmarks and curriculum frameworks • Develop curriculum design with an increased focus on the local area • Moderate across the cluster to agree standards in literacy and numeracy 	<ul style="list-style-type: none"> • Increase attainment in reading, writing, listening and talking and numeracy across the curriculum • Develop SEAL across the school • Upskill teachers through Visible Learning training • Develop use of curriculum frameworks (consistent across the authority) • Continue to develop curriculum design Moderate across the cluster to agree standards in literacy and numeracy 	<ul style="list-style-type: none"> • Increase attainment in reading, writing, listening and talking and numeracy across the curriculum • Embed SEAL across the school • Fully embed Visible Learning throughout the school • Continue to work with curriculum frameworks to ensure consistency for all across the authority • Moderate across the cluster to agree standards in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Upskill teachers through Visible Learning training • Improve tracking / use of data • Identify and implement strategies to raise 	<ul style="list-style-type: none"> • Upskill teachers through Visible Learning training • Continue to improve tracking / use of data • Further develop strategies to raise 	<ul style="list-style-type: none"> • Embed Visible Learning throughout the school • Continuation of Year 2

	<p>attainment</p> <ul style="list-style-type: none"> • Target support, paying particular attention to SIMD bands 1 and 2 • Work with parents to close the attainment gap 	<p>attainment</p> <ul style="list-style-type: none"> • Target support, paying particular attention to SIMD bands 1 and 2 • Continue to work with parents to close the attainment gap 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Develop staff understanding of mental health and attachment and the impact on pupils • Put strategies in place to address mental health issues • Familiarise staff with HWB benchmarks 	<ul style="list-style-type: none"> • Further develop staff understanding of mental health and attachment and the impact on pupils • Share strategies across the cluster to address mental health issues • Measure progress against HWB benchmarks 	<ul style="list-style-type: none"> • Continuation of Year 2
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Familiarise staff with 'Developing the Young Workforce' • Focus on Skills for Work 	<ul style="list-style-type: none"> • Focus on creativity and Learning for Sustainability 	<ul style="list-style-type: none"> • Focus on Digital Learning

Pupil Equity Fund –Session 2017-2018

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Our data shows that we are quite a complex situation with regard to SIMD bands and free meals. We have 78 pupils in SIMD band 1 and 2 and 56 receiving free school meals however only 13 of these pupils are not on track with their learning to achieve a level, hence requiring support. Across the school, we have identified 68 pupils who are requiring support to achieve the appropriate level in literacy and numeracy. Many of these pupils come from higher SIMD bands and are not in receipt of free meals. To close the equity gap we will ensure that we focus on our free school meal children and lowest SIMD bands however we need to also target our other pupils requiring support.

Our overall PIPs results for the whole school also show that we are stronger in literacy than numeracy therefore plan to spend a considerable amount of our budget on numeracy resources.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?																								
<p>We plan to buy in a PE specialist to provide pupils with high quality PE experiences. This will release an experienced teacher to lead the work on raising attainment, targeting specific pupils. The addition of a learning assistant would again support the targeted pupils, under the instruction of the raising attainment teacher. We would like to run supported study groups – 8 week blocks, each term, where the focus is literacy and numeracy. This would be done in partnership with parents to develop their skills in how they can support learning at home. Again, the targeted pupils would be our key priority.</p>		<table border="1"> <thead> <tr> <th></th> <th>Role</th> <th>£</th> <th>FTE/hrs/No</th> </tr> </thead> <tbody> <tr> <td>Teaching staff</td> <td>PE teacher</td> <td>34,113</td> <td>fte</td> </tr> <tr> <td>Support staff</td> <td>Classroom assistant</td> <td>9,398</td> <td>20 hrs</td> </tr> <tr> <td>Supported study</td> <td>Teaching staff</td> <td>1,324</td> <td>64 hrs</td> </tr> <tr> <td>Lets/transport</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Resources</td> <td>Numicon Reading books Outdoor learning resources/ waterproof ofs</td> <td>12,000 8,000 2,616</td> <td></td> </tr> </tbody> </table>					Role	£	FTE/hrs/No	Teaching staff	PE teacher	34,113	fte	Support staff	Classroom assistant	9,398	20 hrs	Supported study	Teaching staff	1,324	64 hrs	Lets/transport				Resources	Numicon Reading books Outdoor learning resources/ waterproof ofs	12,000 8,000 2,616		<p>At our data meetings (1:1 SMT/Class Teacher) we discuss pupils in lowest SIMD band and in receipt of free school meals. We will continue to target our discussions around these pupils measuring the impact of the interventions.</p> <p>This will be measured through the use of PIPs data, NGRT</p>
	Role	£	FTE/hrs/No																											
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Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?															
<p>Following the positive impact of Numicon in Primary 1 and 2 , we plan to purchase resources for the whole school. This would require staff training which has been built into our proposal. We need to update/modernise our reading resources to motivate children to read and also address gender issues.</p> <p>Buying and installing a cooker for the parents' room would allow staff, pupils and parents to work together to develop cooking and baking skills as part of supported study programme and would also be available to staff to enhance delivery of the food technologies aspect of Health and Wellbeing.</p> <p>To improve opportunities for outdoor learning, to raise attainment, we plan to purchase waterproof suits and outdoor learning resources with the major focus being numeracy.</p> <p>To improve consistency of pupil learning experiences by upskilling staff through an intense Visible Learning Training programme.</p>		<table border="1"> <tr> <td></td> <td>Cookers</td> <td>tbc</td> <td></td> </tr> <tr> <td>Commissioned/purchased services/partners</td> <td>Visible Learning training</td> <td>7,150</td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> </tr> </table>		Cookers	tbc		Commissioned/purchased services/partners	Visible Learning training	7,150		Other				Total						<p>reading tests, staging posts, Single Word Spelling Test, Single Word Reading Test, Reciprocal Reading Test and teachers' own professional judgement against the draft benchmarks.</p>
	Cookers	tbc																			
Commissioned/purchased services/partners	Visible Learning training	7,150																			
Other																					
Total																					

PEF progress

Plan –Session 2017-2018

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver Assessment of children's progress Teacher professionalism Parental engagement Performance information</p>	<p>HGIOS?4 2.5 Family learning 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement</p>	<p>Other Drivers HGIOELC? 2.5 Family learning 2.3 Learning, teaching and assessment RRS Article 28: (Right to education):</p>

Expected outcomes for learners which are measurable or observable

- Attainment data shows improvement in literacy, numeracy
- Positive parent feedback on homelearning procedures
- Increased confidence in staff delivery
- Increased staff confidence in using data to inform planning
- Pupils more engaged in their learning and more confident in discussing next steps
- Add curriculum part

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Introduce SEAL planners at all stages	August 2017	Mrs Cowan (PT) Coaching and modelling officers	Resources-concrete materials, flashcards etc.-collegiates
1.2 Staff engage with literacy and numeracy Benchmarks	Aug 2017-June 2018	SMT	Benchmarks – discuss at collegiates
1.3 Staff involved in moderation activities	on going	All teaching staff	School and cluster level moderation
1.3 Develop staff knowledge of number talks	Aug 2017-Jun 2018	All teaching staff Coaching and modelling officers-attainment challenge	'Number talks' book Ed. Scotland website Collegiates
1.4 Introduce NUMICON across the school	Aug 2017	Mrs Jones (acting DHT) NUMICON trainers	Staff training - collegiates

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.5 Staff training on interrogation of data	Sept/Oct 2017	Mrs McLellan Neil Campbell	School data – collegiate session
1.6 Improvement in pupil discussion of learning, through revised focus on learning logs	Sept/Oct 2017	Miss McFadyen	Collegiate session
1.7 Part of pilot to try out new style reporting to parents	Aug 2017- June 2018	Head teacher Ruth Binks Miss McFadyen	Collegiate sessions

Evidence of Impact

- PIPs data, NGRT data and feedback, professional dialogues with staff, learning visits, pupil focus groups
- Parent questionnaires / feedback
- Staff feedback
- Weekly evaluation

Priority 1 progress

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Performance information Assessment of children's progress Teacher professionalism	HGIOS?4 2.5 Family Learning 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.5 Management of resources to promote equity	Other Drivers HGIOELC? 1.5 Management of resources to promote equity 3.2 Securing Children's progress RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils in SIMD 1 and 2 make at least expected progress or better in literacy and numeracy

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Attainment teacher to work specifically with lower achieving pupils to raise attainment in literacy and numeracy	Aug 2017-June 2018	Attainment teacher Coaching and modelling officers	Baselining, direct support, re-testing
1.2 Additional member of support staff to support pupils with ASN to minimise disruption within classes for learners	Aug 2017-June 2018	ASN staff member	
1.3 Upskilling staff in relation to visible learning	Aug 2017-June 2019	OSIRIS	OSIRIS training
1.4 Parent and child after school club to develop	Throughout the school	Community Learning and	School staff

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
literacy and numeracy skills to improve progress	year	Development	

Evidence of Impact

- PIPs data, NGRT data, school based data
- Weekly evaluation

Priority 2 progress

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Performance information Teacher professionalism	HGIOS?4 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships 2.4 Personalised support 1.2 Leadership of learning 2.6 Transitions	Other Drivers HGIOELC? 3.1 Ensuring wellbeing, equality and inclusion 1.2 Leadership of learning RRS Article 31 (Leisure, play and culture):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Staff have an increased knowledge of mental health and attachment and how to support or access support for individuals • Increased attendance across the school (with a focus on SIMD 1 and 2) • Improved pupil relationships

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Raise staff awareness of mental and social wellbeing and the impact on pupil attainment, achievement and wellbeing. Co-ordinators train staff on strategies and supports, following training	Nov 2017-Aug 2018 and ongoing	HWB co-ordinator-Miss McCluskey Mrs McKay Mrs Murray Clydeview Academy CLD	Collegiate session Mental and social wellbeing training-Edinburgh 2017-27 mental Health strategy
1.2 Raise staff awareness of attachment and the impact on pupil attainment,	Nov 2017-Feb 2018	HWB co-ordinator-Miss	Collegiate session

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
achievement and wellbeing and growth mindset		McCluskey Julie Hall Cluster Psychological services Mairi McFarlane Paul Ross (CLD)	
1.3 Implement Inverclyde council attendance policy and raise awareness of it	Aug 2017	Head Teacher Office staff	Office staff training
1.4 Implement revised anti-bullying policy	Sept 2017 and ongoing	Head Teacher	Collegiate session

Evidence of Impact
<ul style="list-style-type: none"> • Attendance data across the school (with a focus on SIMD 1 and 2) • Reduction in the number of reported incidents of bullying • Weekly evaluation-staff • Rise in attainment and achievement • Increased wellbeing across wellbeing indicators (GIRFEC) • Staff more sensitive to pupil and colleague wellbeing

Priority 3 progress

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Teacher professionalism Parental engagement Assessment of children's progress	HGIOS?4 3.2 Raising attainment and achievement 2.2 Curriculum 3.3 Increasing creativity and employability	Other Drivers HGIOELC? 3.3 Developing creativity and skills for life RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • All children will develop their personal, interpersonal and enterprise skills • Pupil engagement is increased • Pupils more able to transfer skills

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Study the document 'Developing the Young Workforce' with staff	Oct 2017	Miss McCluskey Cluster	Developing the Young Workforce guidance
1.2 Explore 'Employability Skills' with staff and evaluate how this is being developed at present	Oct 2017	Miss McCluskey Cluster	Refer to work presented by Robert Lamb
1.3 Identify areas where employability skills could be further developed	Oct 2017	Miss McCluskey Cluster	Community events

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		CLD	

Evidence of Impact

- PIPs data, NGRT data, pupil feedback, pupil discussion, learning visits, weekly evaluations
- Photographs, displays

Priority 4 progress

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change 1.2 Leadership of learning	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school. Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children’s progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child’s education. Progress towards developing a family learning programme across communities.	2.5 Family learning 2.7 Partnerships	Engagement/Discussion with parents at parents’ evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning; Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children’s progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children’s overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	As above. Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above.

Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

<p>School improvement</p>	<p>Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.</p>	<p>2.3 Learning teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability 2.4 Personalised support 2.6 Transitions</p>	<p>As above. Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels. As above. Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices. Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs. Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data. Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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