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| School Improvement Plan 2019-20 |
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| GORDON PRIMARY SCHOOL |

INTRODUCTION - School Improvement Planning 2019-20

This document outlines your identified priorities for Session 2018/19 which will bring about continuous improvement of outcomes for your learners. It should be firmly based on the rigorous self-evaluation of your provision, including the impact of the development work carried out during Session 2018/19. There should be a clear link connecting this SIP 2019/20 with your SIP 2018/19 and SIR 2018/19.

National Improvement Framework

# The four key priorities of the NIF are:

* Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children's and young people’s health and wellbeing.
* Improvement in employability skills and sustained positive school leaver destinations for all young people.

# The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

* ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
* take an evidence-based approach, including careful analysis of data on children and young people’s progress to plan targeted interventions
* focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
* Consider both local and the NIF priorities when developing a plan that works for your children and young people.

Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

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| 2018-19 SIR | 2019-20 SIP |
| Key Strengths  (including PEF and ELC) | Key Areas for Improvement  (including PEF and ELC) |
| * Raising whole school standards of attainment in writing and spelling and maintaining standards of attainment in numeracy and mathematics and reading. * Positive outcomes from embedding our cluster Pupil Equity Funded Numeracy intervention for targeted intervention and the start of implementation of our Pupil Equity Funded Health and Wellbeing interventions. * Progress made in increasing the number of children who participate in a club to develop their skills and talents by removing financial barriers and increasing variety as well as reducing the cost of the school day which now needs to be embedded. * Progress made in developing children’s social, emotional and mental wellbeing through whole school implementation of year 1 Building Resilience as well as our Raising Children with Confidence programme with parents in partnership with CLD. * Securing children’s progress across early level through a more developmentally appropriate play based curriculum in literacy and effective tracking of progress with increased challenge and support. | * Driving Forward Excellence to further raise attainment * Consistent approach to effective teaching and learning * Cluster focus on pedagogy of teaching and learning in numeracy * School focus on pedagogy in literacy * Embedding emergent literacy principles at early level and into p2 * Management of resources and environment for learning * Driving Forward Equity and Inclusion * Continue CAP1 and CAP2 intervention strategies and trail CAP 3 * Evaluate how successfully we celebrate diversity and plan and implement improvements, if required. * Evaluate our ethos and culture of inclusion and participation for all children, all parents and staff to identify improvements, if required. * Driving forward Improvements in Children’s Health and Wellbeing * We now need to embed curricular pathways in Health and Wellbeing * We now need to include more families in the Raising Children with Confidence programme and other family learning opportunities to support wellbeing * We now need to embed all wellbeing indicators into our practice * We now need to provide staff training and work and implement our renewed behaviour policy ensure almost all children show consideration for others and demonstrate positive behaviour and relationships |

**Priority 1: Raising Attainment in Literacy (school)**

***Our self-evaluation tells us that although we have raised attainment in reading, writing and spelling in the last two years there is scope to improve the consistency of high quality learning, teaching and assessment across the school to raise attainment further***

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2018-19 SIR, with reference to NIF priorities.***

**SUCCESSES & ACHIEVEMENT**

***3.2 Attainment across the school will be at least 90% in all aspects of Literacy***

***2.3 Improved effectiveness in use of assessment to inform teacher judgements***

***2.3Embedding moderation approaches***

**LEARNING PROVISION**

***2.2 Updating Learning pathways and rationales***

***2.3 Working towards consistently very good learning and engagement, teaching, use of assessment and planning, tracking and monitoring***

**LEADERSHIP & MANAGEMENT**

***1.2 Children and Young People leading their learning and professional engagement in CLPL linked to consistently very good Learning, Teaching Assessment***

***1.3 Leadership of changes to quality assurance and monitoring processes involving staff and children***

Action Planner 2019-20

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority? Evaluative statement*  **By May 2019, we will have further raised attainment in reading and writing to at least 90% (from 89% in writing and 89% in reading)** | | | | |
| **1** | | **1.3**  **2.3**  **2.2**  **3.2** | **Teacher Professionalism**  **Assessment of Children’s Progress**  **School Improvement** | **Raising Attainment in Literacy** |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | | **Key people** | **Timescale/**  **Deadline** | **Measures of Success – the impact made to date and how we know** | **Date reviewed** |
| **1** | *What we are going to do.*  Embed our new curricular pathways in reading, writing and listening and talking.  Agree our revised assessment and moderation framework. | | | | | All teaching staff | Being used by December 2019 | How are you going to know – measure outcomes  We are looking for:   * Teachers to be using progress trackers in reading, (writing – continue using) and listening and talking by December 2019 to better support teacher judgement about progress in learning and next steps. * These progress trackers to be used to support attainment meetings, planning and reporting processes.   We will know because of the following evidence:   * Direct observation of the trackers * Staff views in consultations * Attainment data |  |
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| *Why we need to do it.*  To allow teachers to consistently assess and track individual progress across the school and to use this data to more effectively identify next steps in learning. It will also support our moderation processes and attainment meetings to ensure all our children are making very good progress from prior levels of attainment. | | | | |  |
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| **2** | *What we are going to do.*  Embed our reading, writing and spelling rationale.  Develop listening and talking rationale. | | | | | All staff plus PT development group for listening and talking | By May 2019 | We are looking for:   * A re-fresh of our literacy rationales to be completed * Teachers to have agreed consistent features of teaching and learning in reading and writing and for this to be implemented. * The development group to put forward a suggested rationale and progress tracker for listening and talking by December 2019 |  |
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| *Why we need to do it.*  To achieve consistency of approach to teaching and learning across the school and to ensure good practice is being delivered. | | | | |  |
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| **3** | *What we are going to do*.  Engage in practitioner enquiry and CLPL with a focus on key aspects of our agreed teaching and learning toolkit – see improvement methodology plan | | | | | **CTs and pupils** | CAT sessions:  Aug – Oct – gathering evidence  Oct and Nov – planning  Dec – Mar – implement  April – May - evaluate | We are looking for:   * Staff to engage in practitioner enquiry to achieve to develop their practice and deliver consistency across the school on the 5 key identified areas from our tooklit   We will know this because of the following evidence:  See measurement plan |  |
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| *Why we need to do it.*  To achieve very good standards of learning and engagement, high quality teaching and effective use of assessment and consistency across the school. | | | | |  |
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| **4** | *What we are going to do.*  Implement changes to how we monitor and evaluate the quality of learning provision across the school – see improvement methodology plan | | | | | **HT/DHT/PT/CTs/Pupils** | From Aug | We are looking for:   * All staff and some children to be involved in monitoring and improving the quality of learning and teaching across the school   We will know this because of the following evidence:  See measurement plan |  |
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| *Why we need to do it.*  To better measure improvement and quality. | | | | |  |
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**Priority 2: Raising Attainment in Numeracy (cluster and school) (see appendices for driver cluster plan)**

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2019-20 SIR, with reference to NIF priorities***

**SUCCESSES & ACHIEVEMENT**

***3.2 Changes to teaching and learning, underpinned by our current progressive framework, will lead to increased levels of attainment across the school with at least 90% of our children on achieving or on track to achieve expected CfE levels (up from 86%).***

**LEARNING PROVISION**

***2.2 Learning experiences in Numeracy and Mathematics closer aligned to STEM for some classes and a consistent focus on pedagogy to achieve conceptual understanding***

**LEADERSHIP & MANAGEMENT**

***1.2 and 1.3 Implementing improvement to pedagogy in Numeracy and Maths through high quality cluster CLPL and the STEM Ambassadors development group***

***Our self-evaluation tells us that attainment in numeracy is good but could be very good through developing a consistent pedagogical approach to learning***

Action Planner 2019-20

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*  **By May 2019, we will have further raised attainment in Numeracy to at least 90% (from 86%)** | | | | |
| **2** | | **1.2, 1.3, 2.2, 3.2** | **Teacher Professionalism** | **Raising Attainment in Numeracy** |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | | **Key people** | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | *What we are going to do.*  Engage in cluster level CLPL using concrete, pictorial and abstract strategy and purchase and use new resources to support the consistent implementation of this - see cluster improvement methodology plan | | | | | All staff | Aug and Nov INSET | How are you going to know – measure outcomes  We are looking for:   * All children to be using concrete materials to support learning in numeracy   We will know this because of the following evidence:  See measurement plan |  |
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| *Why we need to do it.* | | | | |  |
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| **2** | *What we are going to do.*  Engage in school and cluster wider moderation and peer observation in Numeracy – see cluster improvement methodology plan | | | | | CTs | 2 x cluster moderation CATS  Peer observation time from WTA | We are looking for:   * Our assessment and moderation framework to be agreed by teachers and implemented in practice to support progress in learning and confidence in teacher judgements   We will know this because of the following evidence:   * Teacher views about the frameworks * Evaluation of the frameworks in practice * Attainment information |  |
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| *Why we need to do it.*  To achieve a consistent approach across the learning community and raise attainment | | | | |  |
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| **3.** | *What we are going to do.*  Upskill STEM Ambassadors, working in partnership (Melrose, Earlston and Gordon) to deliver high quality Numeracy and Mathematics experiences in a STEM context. | | | | | STEM Ambassadors development group | Only possible if funding bid granted from Education Scotland | We are looking for:   * 2 teachers and 1 ELC staff member to be involved in a development group to take forward this project |  |
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| *Why we need to do it.*  To provide richer opportunities for the application of numeracy skills into STEM contexts for learning. | | | | |  |
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**Priority 3: Improvements in children’s Health and Wellbeing**

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2019-20 SIR, with reference to NIF priorities***

**SUCCESSES & ACHIEVEMENT**

***3.1 achieving a shared understanding of wellbeing***

***3.1 measuring the effectiveness of our strategy in achieving positive outcomes for children and their families***

***3.1 further value and celebrate diversity***

**LEARNING PROVISION**

***2.5 working in partnership with parents to evaluate current family learning provision and plan for developments to better meet family needs.***

***2.4 further define and implement our universal and targeted intervention strategy for securing positive relationships and behaviour***

***2.2 embedding wellbeing indicators across 4 contexts for learning***

**LEADERSHIP & MANAGEMENT**

***1.3 Further building and sharing of our shared vision and values with all stakeholders***

* 1. ***and 1.2 Involving parents and children as partners in developing aspects of the school improvement priorities***

***Our self-evaluation tells us that most of our children feel safe, healthy, active, nurtured, respected, responsible and included but there is scope to improve this to almost all (at least 90%)***

Action Planner 2019-20

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*  **By May 2019, almost all (at least 90%) of our children will feel safe, healthy, achieving, nurtured, active, respected, responsible and included** | | | | |
| **3** | | **1.1, 1.2, 1.3, 2.2, 2.4, 2.5, 3.1** | **Parental engagement and school improvement** | **Improvements in children’s HWB** |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | | **Key people** | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | *What we are going to do.*  Implement our revised behaviour policy and HWB pathways and programmes in partnership with the children. | | | | | All staff and children | Aug INSET and follow up CAT sessions  Restorative practice training TBC | How are you going to know – measure outcomes  We are looking for:   * The wellbeing development group to support staff to implement a consistent approach to behaviour * Year 2 of building resilience to be implemented   We will know this because of the following evidence   * Direct observation * Teacher, pupil views |  |
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| *Why we need to do it.*  Our review, in light of current research and feedback from PIVITOL, identified key areas that needed to change to establish clearer expectations and an even more positive and respectful ethos. | | | | |  |
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| **2** | *What we are going to do.*  Embed the cluster pre-early and beyond third level illustrations of the wellbeing indicators into the ethos and life of the school and track progress. | | | | | All Staff | By May 19 | We are looking for:   * Children to demonstrate understanding of the wellbeing indicators |  |
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| *Why we need to do it.*  To ensure a shared universal language of wellbeing and more accurately target intervention. | | | | |  |
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| **3** | *What we are going to do.*  Fully implement our PEF CAP 2 HWB targeted intervention plan and our poverty proofing policy. | | | | | DHT /CT (Carmen) plus ANAs | Fully implemented by Dec ‘19 | We are looking for:   * Our poverty proofing strategy to be evident in practice and being used to good effect * CAP 2 HWB PEF intervention to achieve positive outcomes for selected individuals. |  |
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| *Why we need to do it.*  To reduce barriers to learning, achievement and participation and increase levels of inclusion and equity. | | | | |  |
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| **4** | *What we are going to do.*  Work in partnership with parent council and wider parent body to devise a programme of learning that meets family needs. | | | | | Parents and SLT | By March 2019 | We are looking for:   * An audit of current practice to be completed * Wider parent views to be sought and influence decision making * Guidance on needs at school level to influence decision making * A programme and plan of delivery for the next 3 years to be completed |  |
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| *Why we need to do it.*  To align the work of our parent council to our vision and values and increase parental engagement in school improvement. | | | | |  |
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**Priority 4: Securing children’s progress across early level – ELC focus**

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2019-20 SIR, with reference to NIF priorities***

**SUCCESSES & ACHIEVEMENT**

**3.2 fully embed the ELC tracking system to support progress in communication, early language, mathetmatics and HWB**

**3.1 fully embed the wellbeing indicators into the ethos and life of the ELC**

**LEARNING PROVISION**

**2.3 and 2.2 Embedding Emergent Literacy and core Numeracy skills in new core provision and responsive planning formats and in practice, using STEM as a vehicle for this.**

**2.4 Implement planned small group or individual intervention time in response to need**

**2.2 stronger focus on local community and environment for learning**

**2.5 and 2.7**

**Through partnership working, implement more varied family learning programmes to support learning and wellbeing**

**LEADERSHIP & MANAGEMENT**

**1.4 & 1.2 Effective induction procedures, training and collegiate learning culture for new ELC staff team to ensure we build and sustain a new professional team and maintain existing quality provision.**

**1.1 and 1.3 Implement agreed changes identified last session in our self-evaluation**

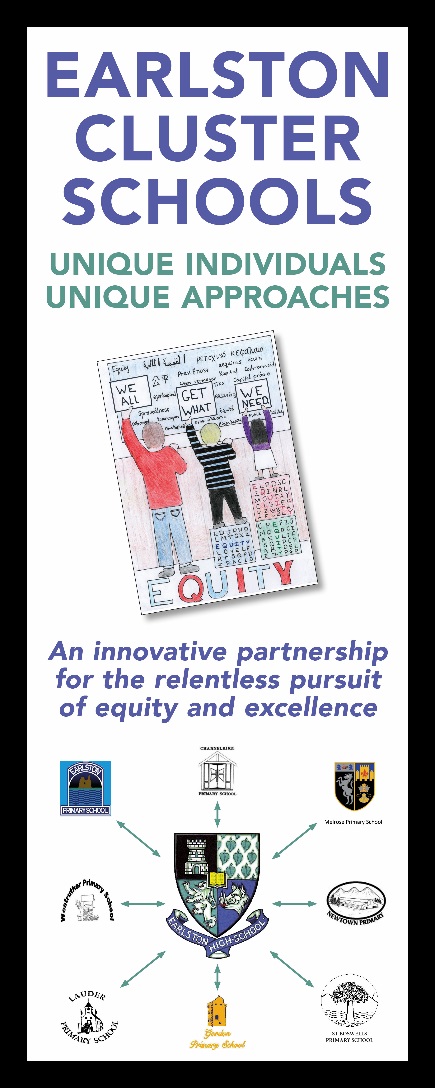
***Our self-evaluation tells us that children’s progress across early level is good but there is capacity for it to be very good in literacy and numeracy and health and wellbeing.***

Action Planner 2019-20

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*  **By May 2019, almost all ELC children will be on track to achieve early level in literacy, numeracy and HWB.** | | | | |
| **4** | | **1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2** | **Parental Engagement/Practitioner professionalism** | **Raising Attainment in Literacy and Numeracy plus Imporvements in HWB** |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | | **Key people** | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | *What we are going to do.*  Implement Effective Induction, Training and Collegiate Working for our new staff team   * weekly team meeting for ELC team * Daily communication about children and learning * SBC induction and training * Sharing of existing policies and procedures * 1-1s with HT * Weekly meeting with EYO and HT/EYT | | | | | Whole team led by HT and EYT | By October 2019 | We are looking for:   * All new practitioners to feel supported in their new role * Existing systems, approaches and procedures to be followed consistently by all staff * The agreed actions in meetings to be taken forward to achieve continuity and supportive and purposeful activity for the children |  |
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| *Why we need to do it.*  To maintain the existing standards so we can build and shape or ELC hub going forward. | | | | |  |
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| **2** | *What we are going to do.*  Use the results of ELC self-evaluation during session 18-19 to take forwards identified improvements / needs e.g. changes to setting, learning journeys, new SBC care plans | | | | | HT and EYT sharing with staff team | By December 2019 | We are looking for:   * Learning journeys to show individual progress in learning and learning walls illustrate our experiences – see new policy * SBC care plans implemented if different from ours current ones (by Sept ’19) * Staff report that they feel increased knowledge and understanding of autism and evidence shows application of this into the playroom to best meet needs of an ELC 4 * The changes to the environment are rooted in nurture but still motivate children to be curious problem solvers and critical thinkers (by Aug ’19) |  |
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| *Why we need to do it.*  To better meet the needs of our children | | | | |  |
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| **3** | *What we are going to do.*  Strive for ‘very good’ teaching and learning and assessment by making improvements to planning, observation, tracking and core provision, Emergent Literacy, Numeracy developmental pathways through continued STEM focus, embedding tracking systerms plus local community and environment. | | | | | Whole staff team with HT and EYT team | By May 2019 | We are looking for:   * Monitoring and quality assurance evidence on the quality of learning, teaching and assessment to illustrate a ‘very good’ evaluation. |  |
|  |
| *Why we need to do it.*  *To provide the best experiences possible for our children* | | | | |  |
|  |
| **4** | *What we are going to do.*  Audit existing practice in family learning and work in partnership to make improvements to what we provide. | | | | | EYO – lead role | By November 2019 | We are looking for:   * An effective family learning programme to be implemented after consultation with parents and partners to ensure if meets the identified needs of our children and families. |  |
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| *Why we need to do it*  To meet the needs of our children and families | | | | |  |
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| **5** | *What we are going to do.*  Embed wellbeing indicators into the ethos and life of the ELC | | | | | EYO – lead role with whole team | By March 2019 | We are looking for:   * Evidence from the children, in the playroom and in interactions that staff and children understand about the wellbeing indicators. |  |
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| *Why we need to do it* | | | | |  |
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Appendix 1 – cluster plan for numeracy

APPENDICES



Collaborate at cluster level through moderation to evaluate impact – see separate plan

Agree direct observation criteria to gather evidence of implementation across the cluster.

NIF DRIVERS: Teacher professionalism across the cluster

Form and define strategic group remit (combine moderation and numeracy group?) including what we mean by consistently

Implement La Salle Concrete, Pictorial, Abstract approach

Manipulatives bought and used to support implementation

Actions

NIF PRIORITY: Raising Attainment in Numeracy – CLUSTER APPROACH

*To be added in consultation with staff*

**MEASUREMENT PLAN**

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| --- | --- | --- | --- | --- | --- |
| **Measure name** | **Type**  (process, outcome or balancing) | **Driver addressed by this measure** | **Operational definition\*** | **Evidence** | **Person(s)responsible and by when** |
| Fortnightly walk throughs | Process | Quality assurance and monitoring | * Occurs once a fortnight during numeracy learning * Answer yes / no are manipulatives being used | * Checklist to show % yes/no breakdown per class and across school. | HT/DHT/PT |
| Attendance at professional learning | Balance | Professional learning | * Attendance means engaged in all 3 La Salle events and 2 cluster moderation events | * Register to show if EY practitioners, PSA, CTs attend the professional learning sessions? | Strategic group |
| Moderation | Outcome | Aim |  | * Moderating – planning, delivery, assessing using Concrete, pictorial and abstract. * 3 X CAT session | Strategic group |
| Practitioner Views | Process and outcome | Pedagogy and professional leanring |  | * Questionnaire to track views over time – impact of professional learning and k/u of pedagogy | HTs |
|  |  |  |  |  |  |

STRATEGIC GROUP REMIT:

* Revisit measurement plan and adapt if required
* Planning and facilitiaing the moderation processs across the cluster
* Tracking attendance at training and mopping up

STRATEGIC GROUP MEMBERS:

* Dawn (MPS) and Carmen (EPS)
* Carol (GPS), Louisa and Jenny (LPS), Caroline (St B), Leigh (MPS), Lauren (Westkirk)

APPENDIX 2 – SCHOOL DRIVER DIAGRAM AND MEASUREMENT PLAN FOR ASPECTS OF PRIORITY 1 TO BE ADDED