

**Education Resources**

**Curriculum and Quality Improvement Service**

**Establishment Improvement Plan**

**2018 – 2019**

****

*St John’s Primary School*



**Education Resources**

**Curriculum and Quality Improvement Service**

**Contents**

1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan

**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2018-2021**

| **National Improvement Framework Key Priorities**   * 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. | | |
| --- | --- | --- |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership 🗸🗸 * Teacher professionalism 🗸🗸 * Parental engagement 🗸🗸 * Assessment of children’s progress 🗸🗸 * School improvement 🗸🗸🗸 * Performance information 🗸🗸 | * 1.1 Self Evaluation for self-improvement 🗸🗸🗸 * 1.2 Leadership for learning 🗸 * 1.3 Leadership of change 🗸 * 1.4 Leadership and management of staff 🗸 * 1.5 Management of resources to promote equity 🗸 * 2.1 Safeguarding and child protection * 2.2 Curriculum 🗸 * 2.3 Learning teaching and assessment 🗸 * 2.4 Personalised support * 2.5 Family learning 🗸 * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion 🗸 * 3.2 Raising attainment and achievement/Securing children’s progress 🗸🗸🗸 * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 🗸 | Transforming Learning and  Teaching 🗸🗸🗸 |
| Implementing Curriculum for Excellence 🗸🗸 |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties 🗸 |
| Skills for Learning, Life and Work 🗸🗸 |
| Professional Learning 🗸🗸🗸 |
| Leadership (Change and Improvement) 🗸🗸 |

|  |
| --- |
| **Strategic Priorities 3 Year Cycle** |
| 2018/2019   1. To further develop a culture of ongoing self-evaluation which leads to strategic improvements through teacher participation in Tapestry. 🗸 2. To continue to foster an encouraging climate where pupil voice and confidence is paramount and further embed a Rights Respecting school ethos. 🗸 3. To further develop innovative practices in active learning and outdoor play as part of the Health and Wellbeing and Literacy and Numeracy Programmes of study. 🗸   2019/2020   1. To consolidate the impact of work done 2017- 2020 and evaluate attainment and achievement over time. 🗸 2. To evaluate the impact of family learning on closing the attainment gap and continue to explore new approaches for the best use of PEF funding. 🗸 3. To consolidate the work started in 2018/2019 on Tapestry developing innovative teaching approaches to raise attainment. 🗸   2020/2021 8. To further develop teacher understanding of pedagogy to raise attainment and embed practice learned from Tapestry. 🗸  9. To build upon teacher expertise in analysing data to close the attainment gap. 🗸  10. To evaluate and consolidate the development of the teaching of literacy adopting NL Strategies which commenced in 2018/2019. 🗸 |

**Strategic Improvement Planning for Establishment St John’s Primary Hamilton Session: 2018/2019**

| **National Improvement Framework Key Priorities**   * 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; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | **Collaboration and consultation**  (list stakeholders):   * All staff 🗸🗸 * Parent Body 🗸🗸 * Pupil Leadership Teams 🗸🗸 * All children 🗸 |
| --- | --- | --- |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership 🗸 * Teacher professionalism 🗸🗸 * Parental engagement 🗸🗸 * Assessment of children’s progress 🗸 * School improvement 🗸🗸 * Performance information 🗸 | * 1.1 Self Evaluation for self-improvement 🗸 * 1.2 Leadership for learning 🗸 * 1.3 Leadership of change 🗸 * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity🗸 * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning 🗸 * 2.6 Transitions 🗸 * 2.7 Partnership 🗸 * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress 🗸 * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning🗸 | Transform Learning and  Teaching/Implement CfE 🗸🗸 |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties 🗸 |
| Skills for Learning, Life and Work 🗸🗸 |
| Professional Learning 🗸🗸 |
| Leadership (Change and Improvement) 🗸🗸 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategic Priority** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| To develop consistency in high quality learning and teaching across the school, building on our capacity to share good practice in order to raise attainment. |  | Increased learner engagement and motivation to participate in lessons.  Increase in attainment for learners in literacy and numeracy. | Classroom visits.  Pupil Voice Groups.  HGIOS 4 Pupil Participation  Professional dialogue.  Professional reading and linking to own practice.  All teachers trained in teaching literacy using NL strategies for active learning.  The first year of implementation across the school for new literacy strategies. |  |
| 2.  Increase emotional wellbeing across the whole school by continuing a nurturing classroom and staff actively using the MAPA training received. |  | To provide a nurturing environment where in small groups learners can develop their self-confidence and resilience skills.  To increase independence, confidence, emotional literacy and resilience for ASN learners and further develop their sense of personal competence.  To develop resilience, resourcefulness, adaptability and emotional literacy in mainstream children to support them to positively tackle new challenges and enhance their learning experiences. | Pupil voice groups leading key areas for learning.  Boxall profile,  Parent and pupil questionnaires  HGIOS 4 Pupil Participation |  |
| 3.  To further provide a breadth of rich learning experiences  increasing opportunities for active learning, participation in sport and outdoor play across the school. |  | To provide a creative and stimulating environment where a wide variety of learning styles are encouraged.  Pupil Voice groups play an active role within the school and facilitate change which can be clearly identified.  To provide different opportunities for learners to engage in a wider variety of sports and clubs. | Achieving Gold for our RRS Award and Gold for our Sport Scotland Award.  and increased outdoor learning.  Pupil Voice Groups leading key areas for learning  HGIOS 4 Pupil Participation |  |

**Strategic Improvement Planning for Establishment Session: 2018/2019**

**Pupil Equity Fund Overview**

**Allocation: £ 82,000**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Key Priority**   * Closing the attainment gap between the most and least disadvantaged children.   **Contextual analysis (what is the gap?):**   * From SLC data in 2016/2017 48% and in 2017/2018 52% of ASN pupils live in deciles 1 or 2. Using teacher and SSA evaluation and GL Wellbeing assessment it was noted that ASN pupils lacked confidence and self-worth. Almost all lacked resilience and a sense of personal competence. To change this perception and develop resilience and emotional literacy a nurturing approach has been adopted in classes and a nurturing classroom set up which runs one day per week. * 11% of whole school role is EAL. A breakdown by class is below for session 2018/2019  |  |  | | --- | --- | | Stage | % of EAL learners | | Primary 1 | 5% | | Primary 2 | 18% | | Primary 3 | 13% | | Primary 4 | 9% | | Primary 5 | 10% | | Primary 6 | 9% | | Primary 7 | 14% |  * English as an additional language is a barrier to 11% of our school role. By improving learners basic understanding of English, learners can access the curriculum more effectively and raise attainment in literacy. PEF teacher to build on work commenced in 2017/2018 improving listening and talking, reading and writing to increase literacy attainment for these targeted learners. * Attendance statistics remain in line with SLC and National averages. 1% of learners have an attendance record of below 80%. SMT and outside agencies aim to support parents/ carers to improve attendance by meeting regularly and ensuring all appropriate supports are in place. |

|  |  |  |  |
| --- | --- | --- | --- |
| Project/Priority  (details of what you are doing and who you are targeting with additional intervention) | Amount | Details of Spend | How will you provide evidence of impact? |
| 1.0 teacher | £52,000 | Teacher to focus on raising attainment in literacy and numeracy across the school. | Writing and numeracy assessments at start and end of teaching block. |
| 0.5 Early Years Worker | £14,000 | Early years worker to raise attainment across P1-P3 in mainstream and P1-P7 in ASN through Nurturing classroom and support groups. | Raised confidence, attendance and engagement of children attending nurture class. |
| 0.2 teacher | £10,400 | Teacher to support nurturing classroom. | Boxall profiles, attendance statistics, pupil and parent questionnaires. |
| Employ support staff to support children in targeted after school activities. | £1,800 | 6 hours per week  X 30 weeks at £10 per hour.  SSA to support;   * Homework club- Monday * ESL vocabulary group- Tuesday * Build to express language group- Wednesday * homework club/digital technology club- Thursday | Increased return of homework tasks and greater use of appropriate vocabulary in writing and talking and listening.  Staff observations  Homework check lists.  Parent questionnaire. |
| School enrolled in Sumdog Equity. | £350 | Set up fee for the addition of new pupils and yearly subscription. | Maths mastery- improve understanding of mathematical concepts which will increase pace and provide challenge for all learners. |
| School enrolled in Tapestry Training for all teachers. | £2,200 | Training fee. | Change in pedagogy across school in the teaching of literacy and numeracy. |
|  | £80, 750 |  |  |

**Operational Improvement Planning (Action Plan) for Establishment: St John’s Primary Hamilton Session: 2018/2019**

**Strategic Priority 1:**

Leading Learning: Improving pedagogy for equity.

Teachers will use evidence of the learning to adapt teaching, or instruction, to meet children’s needs using 5 key strategies over a two-year programme of tutorials and workshops.

To develop a coherent whole school approach to the implementation of teaching literacy adopting North Lanarkshire active strategies.

| **National Improvement Framework Key Priorities**   * 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. | | |
| --- | --- | --- |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Actions (How)** | **\*Lead Person** | **\*Timescale** | **\*Comments** |
| Teachers select 4 leaders of tapestry groups. | Alan Ewart  Laura Pinkerton  Claire Young  Lauren Hutton | February- May 2018 | Discussed at inset day in February 2018 and leaders volunteered to lead 2 Tapestry Groups. |
| 4 leaders attend training lead by Dylan Wiliam in SLC Headquarters. | Alan Ewart  Laura Pinkerton  Claire Young  Lauren Hutton | September 2018 |  |
| To establish two Teacher Learning Communities (TLCs) as an effective professional learning model for improvement in St John’s Primary meeting 4 times over the year with additional follow up meetings incorporated into the WTA. | Alan Ewart  Laura Pinkerton  Claire Young  Lauren Hutton | October 2018- May 2019 |  |
| SMT to attend training and share with staff on inset days. | Alison Hope/ Karen Prentice/ James O’Donnelly | February- August 2018 |  |
| Teachers to attend training and share with colleagues on CT evenings and then trial some of the learned strategies. | Teaching staff and SMT. | February- September 2018 |  |
| Purchase new resources to support the active learning strategies being introduced by teachers. | Alison Hope | February- September 2018 |  |
| Literacy planners adapted accordingly to incorporate NL approaches. | Louise Jamieson/ Karen Prentice | May-June 2018 |  |
| Parent curricular information and leaflets to inform parents of changes and how best parents can support learners at home. | Alison Hope | P1 Curricular Evening June 2018.  P2-P7 Curricular Evening October 2018  Leaflets to be sent home and published on website August 2018. |  |
| Teachers start using active learning strategies to support and enhance the teaching of literacy and share good practice with colleagues on a regular basis. | Teaching staff and SMT. | August 2018-June 2019 |  |
| Teachers and SMT regularly meet to evaluate impact of change in strategies and pedagogy to ensure appropriate pace of change and appropriate pace of learning for learners. | Alison Hope | Tracking meetings  Forward Plan dialogue meetings  Moderation meetings  August 2018-June 2019 |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2018/2019**

**Strategic Priority 2:**

Developing a shared understanding of wellbeing and children’s rights to improve outcomes for all children.

Demonstrate through our curriculum and values that Pupil voice and Children’s rights underpin all we do.

Senior Management and Teachers will use the Wellbeing Application as an effective tool to plan and make decisions about children’s wellbeing, their lives and futures, to improve outcomes.

| **National Improvement Framework Key Priorities**   * 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. | | |
| --- | --- | --- |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Actions (How)** | **\*Lead Person** | **\*Timescale** | **\*Comments** |
| Inset Day introduction to all staff about Wellbeing Application. | James O’Donnelly | May 2018 |  |
| Staff training on how to use Wellbeing Application to record learners progress and targets. | James O’Donnelly/ Alison Hope | August 2018 |  |
| Implementation of using Wellbeing Application to record ASPs. | James O’Donnelly/ Alison Hope | September 2018 onwards |  |
| Set up Pupil voice groups for the session. | Karen Prentice/Alison Hope/ Pupils | August 2018 |  |
| Pupil voice groups to lead focus for learning and action, evaluating their impact using RRS and Sports Award templates to guide them. | Pupils/Karen Prentice/ Louise Jamieson/ Claire Young/ Alison Hope. | August 2018 onwards |  |
| Health and Wellbeing Overview created and disseminated to all teachers to adhere to, ensuring progression and a clear pathway through the outcomes for each stage. | Louise Jamieson/Karen Prentice/ Claire Young | May-June 2018 |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2018/2019**

**Strategic Priority 3:**

To further provide a breadth of rich learning experiences increasing opportunities for active learning, participation in sport and outdoor play across the school.

| **National Improvement Framework Key Priorities**   * 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. | | |
| --- | --- | --- |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Actions (How)** | **\*Lead Person** | **\*Timescale** | **\*Comments** |
| Implement a new outdoor timetable to ensure that all children have equal access to the MUGA and sports areas at break and learning times. | Alison Hope | August 2018 |  |
| Introduction of Sports Leaders from senior classes to assist in the organisation of lunchtime clubs. | Alison Hope | September 2018 |  |
| Teachers sharing good practice of active strategies at inset days and visits to colleagues classes. | Alison Hope/ Teaching staff | November 2018 |  |
| CPD delivered in house to teachers to raise confidence in active approaches and the teaching of different sports.  CPD delivered to SSAs to enhance the variety of playground activities to engage all learners. | Caron Roberts | September- October 2018 |  |
| Teachers to implement new IDL Planner providing rich and varied learning experiences for learners. Providing a framework for collegiate working , stages joining together and enhancing inclusion opportunities. | Louise Jamieson/ Teachers/ Inclusion teacher/ SSAs/ Learners. | September 2018-June 2019 |  |
| Creative approaches to taking learning outdoors adopted by all stages at a variety of times throughout the session.  Including;   * Daily mile * Accurately using money in the community * Practising social skills in real life settings * Use of local community as a resource to enhance learning across the curriculum, transferring skills to other contexts. | All staff/ Parents/ Learners. | September 2018- June 2019 |  |
| Evaluate impact of active strategies and adapt planners as appropriate. | All staff/ Alison Hope | May 2019 |  |

**Establishment Maintenance Improvement Planning Session: 2018/2019**

| **National Improvement Framework Key Priorities**   * 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; and√ * Improvement in employability skills and sustained positive school leaver destinations for all young people.√ | | |
| --- | --- | --- |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

|  |
| --- |
| **Key Actions (from previous plans)** |
| 1. Continue to embed GIRFEC and RRS in all work. 2. Continue to develop IDL at all stages. 3. To continue to build upon good practice for numeracy started in previous year, embedding the active learning and games approach as much as possible. 4. To work in partnership with schools in Learning Community to build upon creative approaches to transition started last session. |