

Education – Improvement Planning Document

Establishment Name:

Moorfoot Primary School, Nursery Class and Garvel Deaf Centre

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Signatures:

Head of Establishment	Alison Irvine	Date	June 2017
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Quality Improvement Officer	Norman Greenshields	Date	June 2017
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Our Vision, Values and Aims

Our Vision:

We are a five star school. We strive for all learners to achieve success and be equipped with the skills and knowledge to make the best life choices. Learners will be enabled to lead happy, healthy and fulfilling lives where they can effectively contribute to society, showing respect and tolerance towards others.



Our values:

Our school values are integral to our school ethos and culture. We reviewed our school values to ensure they were more easily remembered by pupils and staff alike. We have five school values. We promote our school as a "**five star school**".

- Try your best
- Be kind
- Be fair
- Look after your school
- Be safe





Our Aims:

- ❖ To develop an open, welcoming and caring school in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- ❖ To create an environment which reflects our school values
- ❖ To build strong collaborative partnerships with parents, carers, families and the local community.
- ❖ To provide a broad, balanced and creative curriculum which meets the unique needs of Moorfoot Primary School pupils.
- ❖ To provide high quality learning experiences in every classroom
- ❖ To provide staff with high quality staff development and professional learning to enhance practice
- ❖ To meet the needs of all and ensure equity for all learners
- ❖ To promote the life-long learning of all staff, pupils and stakeholders, by sharing and developing a learning culture throughout the school community.
- ❖ To promote diversity and empower individuals to flourish and thrive regardless of, sex, age, disability, gender, race or religion.
- ❖ To include all members of the school community in the process of school improvement and self-evaluation.



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
<p>Improvements in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> • Increase attainment in literacy and numeracy, particularly in the middle stages. • Introduce SEAL at the Early Level stages of the school • Number Talks to be undertaken in every class. • Upskilling of teaching staff through Visible Learning training from Osiris (Year 1) • "In house" staff moderation activities in relation to literacy and numeracy benchmarks 	<ul style="list-style-type: none"> • Increase attainment in literacy and numeracy, across the school. • Embed SEAL at the Early Level and develop SEAL in the middle stages. <hr/> • Continued training of staff in Visible Learning training from Osiris (Year 2) <hr/> • Continue to develop moderation activities within the school 	<ul style="list-style-type: none"> • Increase attainment in literacy and numeracy, across the school. • Embed SEAL across Early and First Level. Develop SEAL at Second Level. <hr/> • Implement learning from previous "Visible Learning" training. Continued training of staff in Visible Learning training from Osiris (Year 3) <hr/> • Development of moderation activities within the school, cluster

	<p>(including planning, teaching and assessment activities/achievement of a level prof dialogue).</p> <ul style="list-style-type: none"> • Moderation activities across the cluster to agree standards in literacy and numeracy • Raise awareness/implement new authority literacy and numeracy strategies/frameworks with staff. 	<p>(including planning, teaching and assessment activities/achievement of a level prof dialogue). Moderation across the cluster (particularly "achievement of a level").</p> <ul style="list-style-type: none"> • Develop use of authority literacy and numeracy strategies/frameworks across the school. 	<p>and authority level to agree standards in literacy and numeracy</p> <ul style="list-style-type: none"> • Review use of authority literacy and numeracy strategies/frameworks across the school/cluster/authority.
<p>Closing the attainment gap between the most and least disadvantaged children</p>	<ul style="list-style-type: none"> • Use of new standardised assessments at each stage as another tool to track progress. • Sharing of all data with staff and upskilling staff in interrogation of data. • Targeted attention , attention to those pupils in SIMD bands 1 and 2 • Work with parents to close the attainment gap through home learning/empowering 	<ul style="list-style-type: none"> • Use of standardised assessments to enhance tracking of progress. • Sharing data with staff and upskilling staff in interrogation of data. Monitor and track progress of all learners from all assessment evidence. • Continue to focus on pupils in SIMD bands 1 and 2. • Develop home 	<ul style="list-style-type: none"> • Evaluate use of standardised new assessments. • Monitor and track progress of all learners as previously. • Evaluate and review home learning and parent confidence in supporting learners.

	parents/carers to support learning at home.	learning/upskilling parents/carers. learning/empowering parents/carers to support learning at home.	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • DHT to attend training relating to mental health. • Develop staff understanding of mental health and the impact on pupils. • Possible supports for pupils to be identified and implemented. • Familiarise staff with HWB benchmarks and evaluate school HWB programme in relation to the HWB benchmarks. • Develop new school HWB programme relating to the 	<ul style="list-style-type: none"> • Further implementation of supports and strategies to assist pupils. • Share strategies/good practice across the cluster to address mental health issues <hr/> <ul style="list-style-type: none"> • Implement HWB programme across the school 	<ul style="list-style-type: none"> • Continuation of Year 2 <p>Review the HWB programme.</p>

	<p>benchmarks</p> <ul style="list-style-type: none"> • School to pilot use of HWB assessment tool to use as a baseline to measure impact of interventions. 	<ul style="list-style-type: none"> • Evaluate HWB assessment tool. 	
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Familiarise staff with 'Developing the Young Workforce' /Career Education Standard 3-18 and the local authority guidance Employability Skills grid. 	<ul style="list-style-type: none"> • Creativity and Learning for Sustainability 	<ul style="list-style-type: none"> • Digital Learning

These should be high level priorities

Pupil Equity Fund –Session 2017-2018

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Data and Analysis:

- *Presentation of data in the local context*
- *Analysis of what this reveals in terms of the attainment gap*
- *Identification of target populations*
- *Rationale behind proposals*

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?
			Role	£	FTE / hours/No.	
<ul style="list-style-type: none"> • Upskilling of staff in relation to learning and teaching with a focus on "Visible Learning". • Aim to ensure high quality learning and teaching to raise pupil attainment and achievement across the school with particular focus those pupils in SIMD bands 1 to 5. 	August 2017 to June 2018	<i>Commissioned/purchased services/partners</i>	"Visible Learning" Training for staff OSIRIS	<i>£6500</i>	£325 per member of staff (cluster primary schools)	<ul style="list-style-type: none"> • Impact of intervention will be measured through classroom observations/assessments/learning conversations/PIPS data/NGRT data/newly purchased GL assessments.
<ul style="list-style-type: none"> • Additionality of 1 member of Support Staff (Classroom Assistant) to support learning and social and emotional wellbeing across the school. • Aim to minimise classroom disruption to create a calmer learning environment for all learners to achieve of their best. 	August 2017 to June 2018	<i>Staff</i>	Classroom Assistant	<i>£11987</i>	<i>25 hours</i>	<ul style="list-style-type: none"> • Observations by SMT/staff and pupil feedback indicates a calm learning environment at all stages with minimal disruption to learning.

<ul style="list-style-type: none"> • Introduce standardised testing at every stage in English and Maths. At first administration P2 onwards to be tested in August 2017 with follow up assessment in June 2018. P1 only have one assessment in June 2018. • Aim to ascertain any gaps in learning at the beginning of the session and address. Provides another tool for Class Teachers to measure progress in a session. 	<p>August 2017 to June 2018</p>	<p><i>Resources</i></p>	<p>GL Standardised assessments at all stages (online) English Maths</p>	<p>£4300</p>		<ul style="list-style-type: none"> • Evidence from Termly Reflections between staff and SMT. Indications feedback from assessments are being used to support identification of next steps in a pupil's learning. • At least expected or greater attainment in literacy and numeracy in any session.
<ul style="list-style-type: none"> • Introduction of HWB/ PASS (Pupil Attitudes to Self and School) assessment. Assessments to be used as necessary or appropriate. • Aim is to alert staff to issues which may be impacting on a pupil's wellbeing and subsequently on their learning. Aim to identify and provide strategies to support pupils. Aim to measure impact of interventions. 	<p>August 2017 to June 2018</p>	<p><i>Resources</i></p>	<p>HWB tool PASS (Pupil Attitudes to Self and School)</p>	<p>£441</p>		<ul style="list-style-type: none"> • Pupil/staff/parent/ carer feedback indicates positive pupil wellbeing and attainment is improved. • PASS indicate pupil is happy at school and feeling included and prepared for learning.

<ul style="list-style-type: none"> • Introduction of Special Educational Needs Toolkit • Aim to help identify and support additional support needs and barriers to learning. • Aim to measure if an intervention has been successful. • Aim to raise attainment in literacy and numeracy of all learners but particularly those within SIMD bands 1 to 5. 	<p>August 2017 to June 2018</p>	<p><i>Resources</i></p>	<p>ASN Support tool</p>	<p><i>£899</i></p>		<ul style="list-style-type: none"> • All pupils are making at least "year on year" progress in PIPS/NGRT/SWST /Big Write assessments and are achieving at least expected levels for their stage.
<ul style="list-style-type: none"> • To provide families of pupils from Garvel Deaf Centre with a home tutor to guide home learning with support in BSL. • Aim to upskill hearing families in the use of BSL at home, to encourage deaf learners. 		<p>Other</p>	<p>"In house" Tutor for families of deaf learners</p>	<p><i>£2000</i></p>		<ul style="list-style-type: none"> • Feedback from Garvel Deaf Centre parents/carers indicates they feel better equipped to communicate with their child at home using BSL.
		<p><i>Total</i></p>		<p><i>£26127</i></p>		

Plan –Session 2017-2018

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver</p> <p><i>Parental engagement</i> <i>Teacher professionalism</i> <i>Assessment of children's progress</i> <i>Performance Information</i></p>	<p>HGIOS?4</p> <p><i>3.2 Raising attainment and achievement</i> <i>2.3 Learning, teaching and assessment</i> <i>2.4 Personalised support</i></p>	<p>Other Drivers</p> <p>HGIOELC?</p> <p><i>2.3 Learning, teaching and assessment</i> <i>1.4 Leadership and management of practitioners</i></p> <p>RRS</p> <p><i>Article 28: (Right to education):</i> <i>Article 28: (Right to education):</i></p>

Expected outcomes for learners which are measurable or observable
<p><i>Attainment data indicates improvement across all year groups and curriculum areas.</i> <i>Staff team are upskilled and this is evident from learning and teaching visits.</i> <i>Pupils have greater engagement.</i> <i>Staff feedback indicates Increased staff confidence.</i></p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<i>1.1 Introduce SEAL planners at P1/P2.</i>	<i>August 2017- October 2017</i>	<i>P1 and P2 Staff to lead and feedback to other staff.</i>	<i>Access to SEAL Training provided by the Attainment Challenge Team.</i>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<i>1.2 Staff become familiar with Numeracy benchmarks</i>	<i>August 2017-October 2017</i>	<i>SMT to lead Teaching Staff</i>	<i>Numeracy Benchmarks Collegiate hours</i>
<i>1.3 Staff become familiar with Literacy benchmarks</i>	<i>October 2017-December 2017</i>	<i>SMT to lead Teaching Staff</i>	<i>Literacy Benchmarks Collegiate hours</i>
<i>1.4 Staff to develop use of Number Talks</i>	<i>August 2017-October 2017</i>	<i>SMT to lead Teaching Staff</i>	<i>Number Talks: Sherry Parish Collegiate hours</i>
<i>1.5 Staff to develop use of reciprocal/dialogic teaching</i>	<i>January 2018-March 2018</i>	<i>PT to lead Teaching Staff</i>	<i>"Towards Dialogic Teaching" Robin Alexander Inverclyde Reciprocal Teaching Training DVD</i>
<i>1.6 Staff to receive training in interrogation of data.</i>	<i>August 2017-March 2018</i>	<i>Attainment Challenge Team/Education HQ</i>	
<i>1.7 On line pupil learning workshops for parents/carers across all stages.</i>	<i>August 2017-June 2018</i>	<i>ICT Co-ordinator/All teaching staff Parent/partner support</i>	

Evidence of Impact

- *PIPS data*
- *NGRT feedback*
- *Professional dialogue with staff/ Termly Reflection Meetings*
- *Observation/feedback from pupils*
- *Pupil groups*
- *Learning and teaching*
- *Feedback from parent/carers/staff*

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
<p>NIF Driver <i>Assessment of children's progress</i> <i>Teacher professionalism</i> <i>School Improvement</i></p>	<p>HGIOS?4 <i>3.2 Raising attainment and achievement</i> <i>2.3 Learning, teaching and assessment</i> <i>2.4 Personalised support</i> <i>1.5 Management of resources to promote equity</i> <i>2.5 Family Learning</i></p>	<p>Other Drivers HGIOELC? <i>1.2 Leadership of learning</i> <i>1.4 Leadership and management of practitioners</i> RRS <i>Article 28: (Right to education):</i></p>

Expected outcomes for learners which are measurable or observable

- *Pupils in SIMD 1 and 2 make expected or better progress in Literacy and Numeracy*

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<i>1.1 Additional member of Support Staff to support pupils with ASN to minimise disruption within classes for learners.</i>	<i>August 2017-June 2018</i>	<i>Identified staff</i> <i>SMT</i>	
<i>1.2 Upskilling staff in relation to Visible Learning</i>	<i>August 2017-June 2018</i>	<i>OSIRIS</i>	<i>In Service Days/Staff collegiate time</i>
<i>1.3 GL assessments being introduced to track progress in Literacy and Numeracy at each stage.</i>	<i>August 2017-June 2018</i>	<i>SMT to lead</i>	<i>PT English/Maths/GL assessment support</i>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<i>1.4 PASS assessments administered to ensure pupil wellbeing.</i>	<i>August 2017-June 2018</i>	<i>SMT to lead</i>	<i>GL assessment</i>
<i>1.5 Implementation of Additional Support Needs toolbox</i>	<i>August 2017-June 2018</i>	<i>DHT to lead</i>	<i>SENAT GL assessment</i>

Evidence of Impact

- *PIPS data*
- *NGRT data*
- *Big Write/SWST school based data*

Priority 3 Improvement in children and young people's health and wellbeing

<i>NIF Driver Performance information</i>	<i>HGIOS?4 3.1 Ensuring wellbeing, equality and inclusion 1.2 Leadership of learning 2.7 Partnerships</i>	<i>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education):</i>
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Expected outcomes for learners which are measurable or observable

- *Staff have an increased knowledge of mental health and how to support or access support for individuals.*
- *Increased attendance across the school*
- *Improved relationships across the school.*

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<i>1.1 Raise staff awareness of mental and social wellbeing and the impact on pupil attainment, achievement and wellbeing.</i>	<i>August 2017-June 2018</i>	<i>DHT to lead Teaching and Support Staff</i>	<i>HWB Co-ordinators</i>
<i>1.2 HWB Co-ordinators trained in mental health strategies and supports.</i>	<i>August 2017-June 2018</i>	<i>DHT to lead. Attendance at Conference October 2017</i>	<i>Staff In Service</i>
<i>1.2 Staff interrogating data from HWB/PASS tracker</i>	<i>August 2017-June 2018</i>	<i>HT to lead</i>	<i>PASS assessment</i>
<i>1.3 Implementation of Local Authority Revised "Anti Bullying" Policy.</i>	<i>August 2017-June 2018</i>	<i>Working Party to lead</i>	<i>Anti Bullying Policy</i>
<i>1.4 Further implementation of Local Authority Attendance Policy.</i>	<i>August 2017-June 2018</i>	<i>SMT/Office Staff</i>	<i>Attendance at School policy</i>

Evidence of Impact

- *Attendance data with focus on SIMD 1 and 2.*
- *Reduced number of reported bullying incidents.*

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
<p>NIF Driver <i>Teacher professionalism</i> <i>Assessment of children's progress</i></p>	<p>HGIOS?4 <i>3.2 Raising attainment and achievement</i> <i>3.3 Increasing creativity and employability</i></p>	<p>Other Drivers HGIOELC? <i>1.2 Leadership of learning</i> <i>1.4 Leadership and management of practitioners</i> RRS <i>Article 28: (Right to education):</i> <i>Article 28: (Right to education):</i></p>

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

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<i>1.1 Study document "Developing the Young Workforce"/CES 3-18 with staff</i>	<i>August 2017-December 2017</i>	<i>SMT leading/Staff</i>	<i>Career Education Standard 3-18 Inverclyde Council "Employability" grid</i>
<i>1.2 Explore "Employability Skills" with staff and evaluate how this is being developed at present.</i>	<i>Jan 2018-March 2018</i>	<i>SMT leading/Staff</i>	<i>Inverclyde Council "Employability" grid</i>
<i>1.3 Identify areas where "Employability Skills" could be further developed.</i>	<i>March 2018-June 2018</i>	<i>SMT leading/Staff</i>	<i>Inverclyde Council "Employability" grid/Forward Plans</i>

Evidence of Impact

- *PIPS/NGRT data*
- *Pupil/staff/parent/carer feedback.*

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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