

Education – Improvement Planning Document

Establishment Name:

Gourock primary school

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Signatures:

Head of Establishment	<i>Pat Robertson</i>	Date	June 2016
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Quality Improvement Officer		Date	
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Education – Improvement Planning Support Document

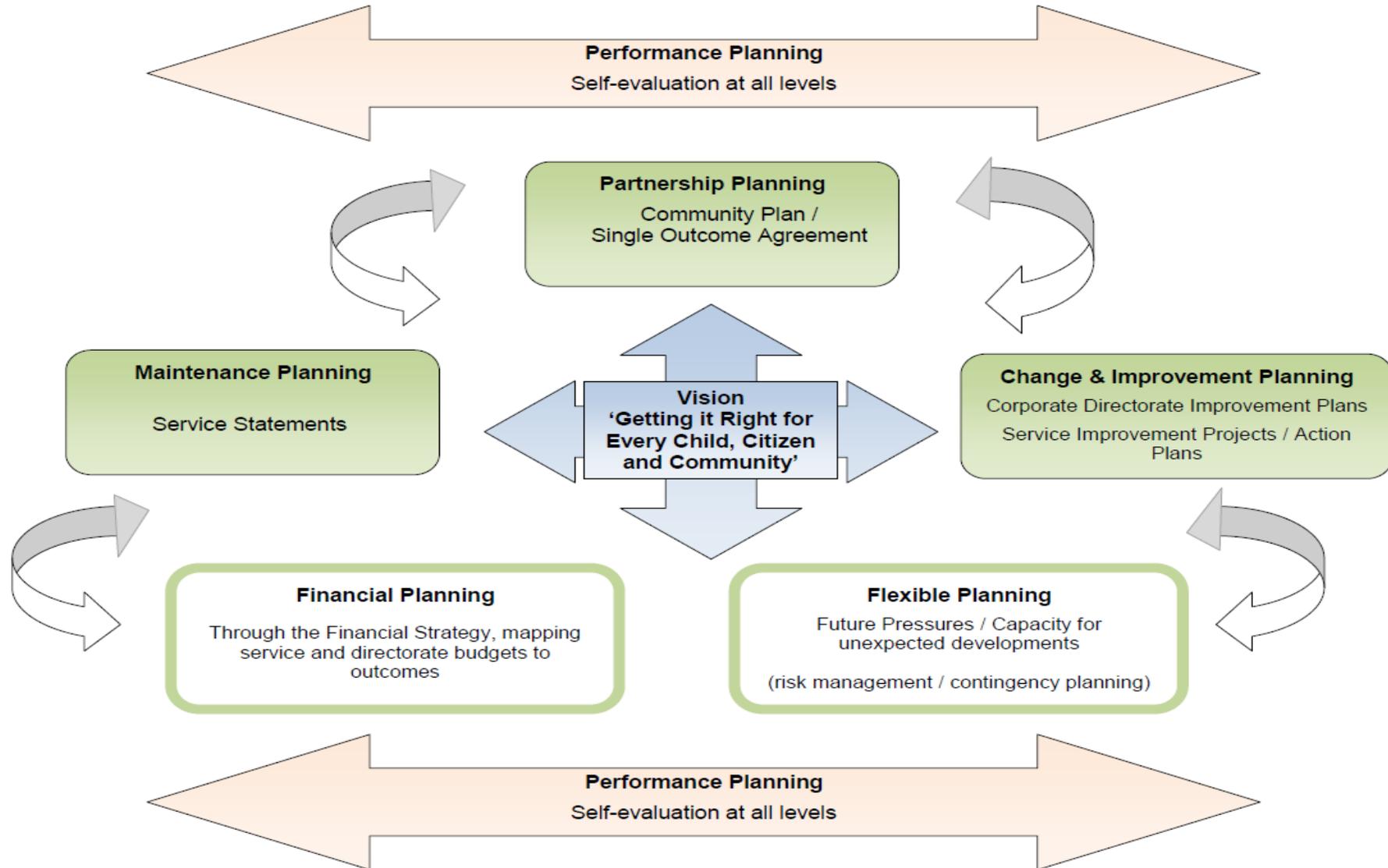
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An effective Improvement plan will successfully balance the many aspects which impact upon the daily operation of your establishment. Central to the planning and improvement process is the establishment of rigorous self-evaluation and the development of our Nurturing Inverclyde policy.

The next two diagrams act as a reminder of some of the aspects of planning that you may wish to consider as part of that evaluation process and the key aspects of that Nurturing Inverclyde approach.

Planning for Delivery and to Secure Improvement



Nurturing Inverclyde

Successful Learners

Confident Individuals



Effective Contributors

Responsible Citizens

An Inverclyde Educational Establishment Improvement Plan will:

- ✓ share, articulate and take action on a vision
- ✓ ensure that aspirations lead to actions
- ✓ address the most important issues and make sure we “do the right things”
- ✓ show that we involve staff and other partners in our work
- ✓ demonstrate innovation in our thinking
- ✓ be accountable, open and transparent
- ✓ focus on outcomes and Improvement

What follows are some exemplars of the various parts of the Improvement Plan that schools should submit to Education Headquarters by the end of June 2015.

Appendix 1: Our Vision, Values and Aims

Our Vision: to provide a nurturing environment which promotes and encourages personal achievement for all to become successful learners, confident individuals , responsible citizens and effective contributors.

Our Values: Respect, Honesty , Resilience , Ambition, Tolerance

- **Our Aims:**

- Provide and support all pupils to make progress in the knowledge , skills and personal qualities for learning , life and work.
- Ensure opportunities for all to develop and foster positive attitudes and skills to make healthy, safe choices.
- Provide emotional, physical, social and educational support for all pupils in a nurturing environment where children are valued as individuals.
- Develop partnerships between staff, pupils, parents and other agencies which promote a positive ethos within the school where all children feel nurtured , safe , active , healthy, achieving , included respected and responsible.
- Provide a broad range of activities for physical activity which are enjoyable and contribute to building a sustainable , active lifestyle.
- Foster high quality leadership at all levels through valuing and empowering all members of the school community.

Appendix 2: Summary of Self Evaluation Process

- **How we carried out our self-evaluation and involved our stakeholders**

The school has carried out a number of evaluative processes this session:

- S.M.T monitored language , writing and maths Jotters – focusing on activities/ tasks ,Aifl , peer /self assessment
- S.M.T spoke to groups of children about their learning in reading and numeracy: discussing targets , learning intentions and success criteria.
- Progress meetings- Discussion with staff about Literacy (Spelling programme) , Numeracy & Mathematics, Health & Wellbeing, IDL and the principles .Also using SALS in Numeracy & Mathematics and Literacy & English to discuss children progress.
- S.M.T discussed Pips results with class teachers and learning support teacher,P.5 & P.7 . Quest results P.2
- 2 staff who had piloted ” Reciprocal Reading” which has had an increase in attainment in reading.
- HGIOS 4 – Self evaluation - Raising Attainment
- Education Scotland Website - Evaluating Our Curriculum – Monitoring and tracking – all teaching staff evaluated our current practice
- Staffs P.R.D
- Staff , parents and pupils views sought – 2 stars and a wish. Questionnaires

- **Overview of the main findings from our self-evaluation**

- Continue with Learning for Sustainability developing opportunities for Outdoor Learning (incorporating creativity)
- More opportunity for staff to moderate children’s learning
- Develop a consistent approach to teaching writing .
- Continue to implement Reciprocal teaching at all stages .
- Continue to develop teaching reading skills through a variety of approaches.
- Re-visit Numeracy & Mathematics - strategies , resources , & “The Numeracy & Mathematics Hub.
- Develop a progressive programme for Art & Design

3 Year Overview of Priorities

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

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

Year 1: Session 2015-2016	(1)
Year 2: Session 2016-2017	(2)
Year 3: Session 2017-2018	(3)

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

Maintenance	(M)
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Appendix 4: Our Year 1 Action Plan for 2015-2016 follows the overview (Appendix 3).

Achieving

Literacy & English – Reciprocal Reading, Active Spelling (M) – L&E across the curriculum (2)
Numeracy & Mathematics –Active Maths ,Mental Maths (2)
-N&M across the curriculum (3) Creativity (3)
Aifl (M- learning logs) Science (M) 1 + 2 (M)
Principles(M) Art & design (2) Visible Learning (3)

Nurtured

GIRFEC -Named Person Service (M)
Writing a Child's Plan (M)
GIRFEC - Pathway (M)
Developing Resilience/Bounce Back programme (M)

Healthy

Outdoor Learning (2)
Food outcomes (M)

Active

Implement Inverclyde's Physical education programme (M)

Getting it Right
for Every Child,
Citizen and
Community

Safe

Attendance – Implement new registration policy (2)
Risk Matrix – Implement review of pupil needs (1)
Anti-Bullying policy – incorporate in PRPB (2)

Respected

Global Citizenship (1)
R.R.S Level 2 (M) – J.Docherty- Achieve
Dec.2016

Included

ASN Review Processes (2)
Parental communication through use of Groupcall Messenger (M)
Partnerships (M)

Responsible

Skills for Life and Work – (M)
ECO (M) –K.McCready
Fair Achieving School (M) –J.Mullan

Appendix 4: Action Plan – Year 2 Session 2016 -2017

Focus Area	RAISING ATTAINMENT IN LITERACY & ENGLISH - WRITING
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>LITERACY & ENGLISH</p> <p>Most children progressing well with a good grasp of basic grammar rules , spelling and writing.</p> <p>A few children still find basic reading and writing skills challenging.</p> <p>Phonics / spelling Programme for P.1-4 , progressive reading programme P.1-P.7 (Bug Club)</p> <p>Weekly writing for all pupils using Big Write as a framework.</p>	<p>Increased attainment for all pupils.</p> <p>All children to be enthusiastic , confident , avid readers and writers with a good grasp of grammar and spelling.</p> <p>All staff confident in teaching of reading and writing skills.</p> <p>Pupils can write in a variety of genre across the curriculum.</p> <p>A progressive programme for teaching writing.</p>	<p>Novels to for children to read and explore the use of language.</p> <p>Moderation activities</p> <p>Encourage personal reading and enjoyment of stories , extending vocabulary.</p> <p>Daily purposeful writing tasks.</p> <p>Drama to bring language alive.</p> <p>Effective support for children who struggle with reading or writing.</p> <p>Share writing with peers, / parents</p>	<p>December 2016 and on going</p>	<p>Consistent approach to teaching writing</p> <p>Use of SALS to track children’s progress</p> <p>Moderation activities</p> <p>Displays of children’s writing across the curriculum</p> <p>Writing jotters</p> <p>I.D.L planners</p> <p>Children will display a more positive and enthusiastic attitude towards literacy</p> <p>Grammar and spelling through out language work will improve</p>	<p>H.T</p> <p>Literacy coordinator – Lynn Nelis</p>	<p>Library</p> <p>National Initiatives</p> <p>Local Authors</p> <p>Parents</p> <p>Theatre/drama groups</p>

Appendix 4: Action Plan – Year 2 Session 2016 -2017

Focus Area	RAISING ATTAINMENT IN NUMERACY & MATHEMATICS
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>NUMERACY & MATHEMATICS</p> <p>Most children are making progress in numeracy and mathematics.</p> <p>Staff are using planners to ensure coherent teaching across the outcomes.</p> <p>There needs to be more of a focus on number strategies and quick recall by children.</p> <p>Teachers using a variety of approaches and resources.</p>	<p>Increased attainment for all pupils.</p> <p>Pupils are accurate and fluent in number strategies for multiplication and division . (second level) Addition and subtraction (first level)</p> <p>Pupils understand and can articulate next steps in mathematics.</p> <p>Pupils have opportunities to transfer knowledge and skills in numeracy and</p>	<p>Staff will engage with the Numeracy Hub /GLOW maths</p> <p>Moderation activities</p> <p>Staff will track children’s progress in numeracy & mathematics.</p> <p>Regular assessment and discussion of next steps with pupils.</p> <p>Engage with Breadth , Challenge and Application</p> <p>Children to apply knowledge and skills in other contexts.</p>	<p>June 2017 and on going</p>	<p>Pips results.</p> <p>SALs tracking children’s progress</p> <p>Moderation activities.</p> <p>Active Maths assessments</p> <p>Discussions at Progress meetings</p> <p>Displays</p> <p>Jotters/ , next steps</p> <p>Learning logs</p>	<p>P.Robertson</p> <p>J. Docherty – maths coordinator</p>	<p>Clydeview cluster/Moorfoot primary , Ardgowan primary and Clydeview Academy</p>

	mathematics across the curriculum.					
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Appendix 4: Action Plan – Year 2 Session 2016 -2017

Focus Area	LEARNING FOR SUSTAINABILITY – OUTDOOR LEARNING
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>OUTDOOR LEARNING</p> <p>There are some opportunities for children through R.R.S and Eco topics to be involved in learning outside in the school grounds or further afield.</p> <p>The playground is small with restricted areas.</p> <p>Benches have been purchased for a quiet area.</p> <p>Some of the children are involved in planting in Petal garden</p> <p>We now have a MUGA</p> <p>P.6 & P.7 children have a residential trip</p>	<p>All of the children to be involved in a variety of activities in in a real world context for all learning.</p> <p>Planned quality outdoor learning experiences for all of the children.</p> <p>Relevance and depth Applied to outdoor experiences to develop creativity and an adventurous approach to learning.</p> <p>Identify cross curricular opportunities and skills which can be developed, Skills for life work and learning..</p> <p>Apply different approaches to learning and teaching.</p>	<p>Self -Evaluation audit to be completed with all staff</p> <p>Identify good practice through areas eg. ECO</p> <p>Context planners to be developed using Outdoor learning with H & W/B Literacy and Numeracy.</p> <p>Work in partnerships with Outdoor agencies.</p> <p>Pupils to lead planning and learning.</p> <p>Engage with “ Good Practice “ identified on Education Scotland.</p>	<p>September 2016</p> <p>Programme of activities identified for each stage June 2017</p>	<p>Photographs</p> <p>Displays</p> <p>Context planners</p>	<p>P. Robertson</p>	<p>Parents</p> <p>Active Schools Coordinator</p> <p>Keep Scotland Beautiful</p> <p>R.R.S Award</p>

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Appendix 4: Action Plan – Year 2 Session 2016 -2017

Focus Area	CURRICULUM FOR EXCELLENCE - ART & DESIGN
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Children have some opportunities to be creative and imaginative</p> <p>Most activities are practical, experiential and process based</p> <p>Some staff have worked in partnership with professional artists.</p>	<p>An Art & Design programme.</p> <p>Teachers will use the Art & Design programme confidently</p> <p>Staff understand that Evaluating and appreciating are part of the creative process</p> <p>Art & Design skills are developed across subjects to enhance the learning (Literacy)</p>	<p>C.P.D activities for staff.</p> <p>Staff will engage with all of the processes.</p> <p>Staff sharing practice.</p> <p>Staff will engage with experiences and outcomes I Art & Design</p> <p>Staff recognise that evaluating and appreciating are part of the creative process</p> <p>Art & Design skills are developed across subjects to enhance the learning (Literacy)</p>	<p>September 2016 and on going</p>	<p>Staff confidence</p> <p>Displays in class and corridor</p> <p>Pupils will be able to evaluation their own Art work and that of others.</p> <p>Enjoyment in Art & Design</p> <p>Teachers will use the Art & Design programme confidently</p>	<p>Moira McKay</p> <p>Kirsty McCready</p>	<p>Pat Shanks</p> <p>Local artists</p>

Effective Evidence & Measurable Data

Closing the Gap
Reducing the link between deprivation and poor educational attainment in Scotland

Our Vision
Our National Performance Framework highlights our ambition for our children and young people to grow up to be successful learners, confident individuals, effective contributors and responsible citizens.
Scotland should be the best place to go to school. We want each child to enjoy an education that encourages them to be the most successful they can be and provides them with a full passport to future opportunity.
To achieve this, we need to raise attainment consistently and for all our children and young people, and progressively reduce inequality in educational outcomes.

Children living in the most deprived areas in Scotland are...

- 8.13 months behind their peers in problem-solving at age 5
- 1.18 months behind their peers in progression vocabulary at age 5
- Around two years of schooling behind their peers at age 15

This inequality gap holds true for school leavers at every single decile of area deprivation - not just the bottom 20% and most of this variation exists within rather than between schools.

We have a firm foundation in our key policies:

- CE** Curriculum for Excellence is our long-term platform for energising learning and teaching by providing more coherent and flexible learning, aimed at raising standards, improving knowledge and developing skills for learning, life and work for every young person.
- GIRFEC** Getting it Right for Every Child is the overarching approach to all our policies and frameworks. GIRFEC is all about keeping the child at the centre, providing early intervention and co-ordinated support.
- Early Years** We know that investing in the early years of a child's life can help prevent problems developing later on. This is why we established the Early Years Framework in 2008 and introduced the Early Years Collaborative - a multi-agency local quality improvement programme to put these principles into action.
- Teaching Scotland's Future** Will provide a stronger and more coherent early phase of teacher education, enhanced opportunities for professional learning and a greater range of leadership learning.

What is happening to support this?

- Leadership at all levels** The implementation of Teaching Scotland's Future
- Excellence in Learning and Teaching** The establishment of a Scottish College for Educational Leadership
- Effective interventions** Curriculum for Excellence empowers teachers, schools and their leaders the freedom to innovate
- Use of Evidence and Data** Encouraging collaboration and continuous self-improvement through our Self-Improving Schools Partnership Programme and Pathfinder Schools
- Engaging with Families and Communities** The establishment of literacy and numeracy hubs across Scotland to facilitate sharing of best practice
- What next?** Funding for the Scottish Schools Education Research Centre

Providing accessible information through a refreshed Parentzone
Working with schools and the third sector to explore effective links and share ideas

We need to secure consistent, continuous improvement within our education system to meet the needs to every child.
We want to enable schools to successfully manage their own local improvements that will allow them to meet the particular needs of students, families and communities.
At the same time, we will equip teachers and professionals with the authority, resources and skills necessary to do this.

In recent years, the development of the Raising Attainment for All (RAFA) model, has ensured that school leaders are more aware of the importance of gathering evidence to support improvement. The RAFA model very much stresses the importance of gathering and using measurable data to shape the actions that schools take.

This can include measurement by:

- Outcome
- Process
- Balance

These measures can help you complete the “How will we know?” aspect of your improvement plan.

These processes can be understood by watching the short video at

<http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard15.aspx>

This measurable data can take many forms:

- Assessment information gathered in the course of the Learning & Teaching process. E.g. writing levels, performance in numeracy tests etc.
- Tracking aspects which may be related to attainment, e.g. attendance/exclusion rates, SIMD data, reading ages, PiPS Data etc.
- Collation and summary of questionnaires/Surveys
- Minutes of meetings
- Calendar of regular meetings of parents/local community.

- Changes in parental phone calls/enquiries/complaints.