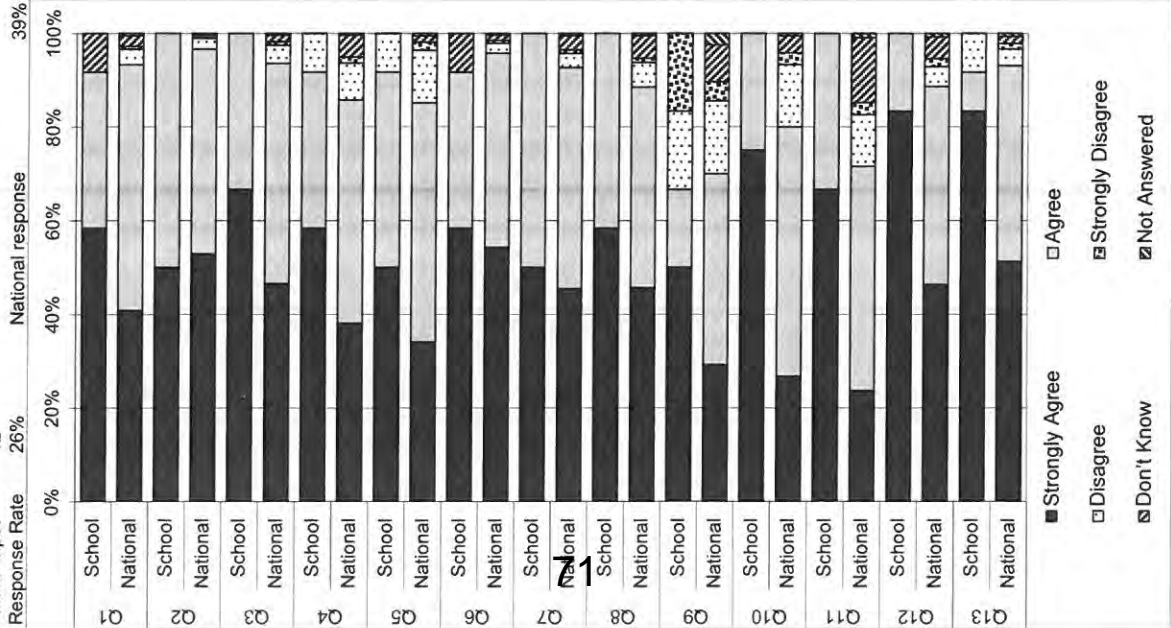


A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires. **Appendix 3**

Parent Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 46
 Quest. Input 12
 Response Rate 26%

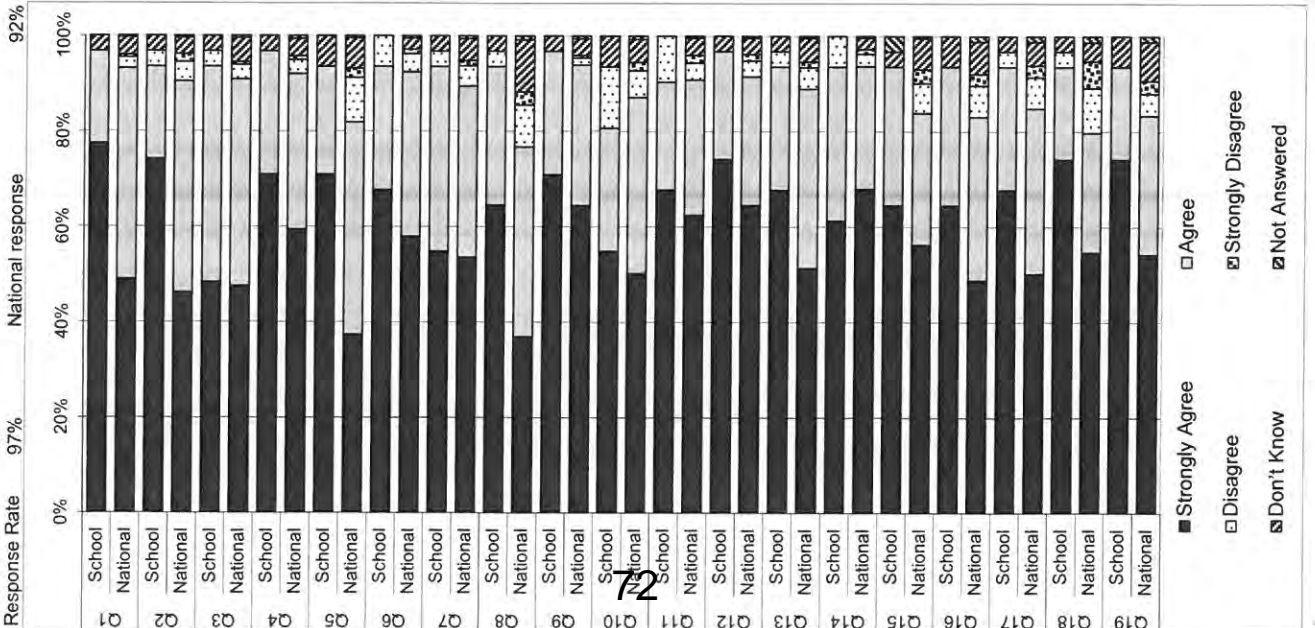


Question	Percentage %									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree		
Q1	58%	33%	0%	0%	8%	0%	92%	0%		
Q2	50%	50%	0%	0%	0%	0%	100%	0%		
Q3	67%	33%	0%	0%	0%	0%	100%	0%		
Q4	58%	33%	8%	0%	0%	0%	92%	8%		
Q5	50%	42%	8%	0%	0%	0%	92%	8%		
Q6	58%	33%	0%	0%	8%	0%	92%	0%		
Q7	50%	50%	0%	0%	0%	0%	100%	0%		
Q8	58%	42%	0%	0%	0%	0%	100%	0%		
Q9	50%	17%	17%	17%	0%	0%	67%	33%		
Q10	75%	25%	0%	0%	0%	0%	100%	0%		
Q11	67%	33%	0%	0%	0%	0%	100%	0%		
Q12	83%	17%	0%	0%	0%	0%	100%	0%		
Q13	83%	8%	8%	0%	0%	0%	92%	8%		

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 32
 Quest. Input 31
 Response Rate 97%



Note: Will not always sum to 100% due to rounding

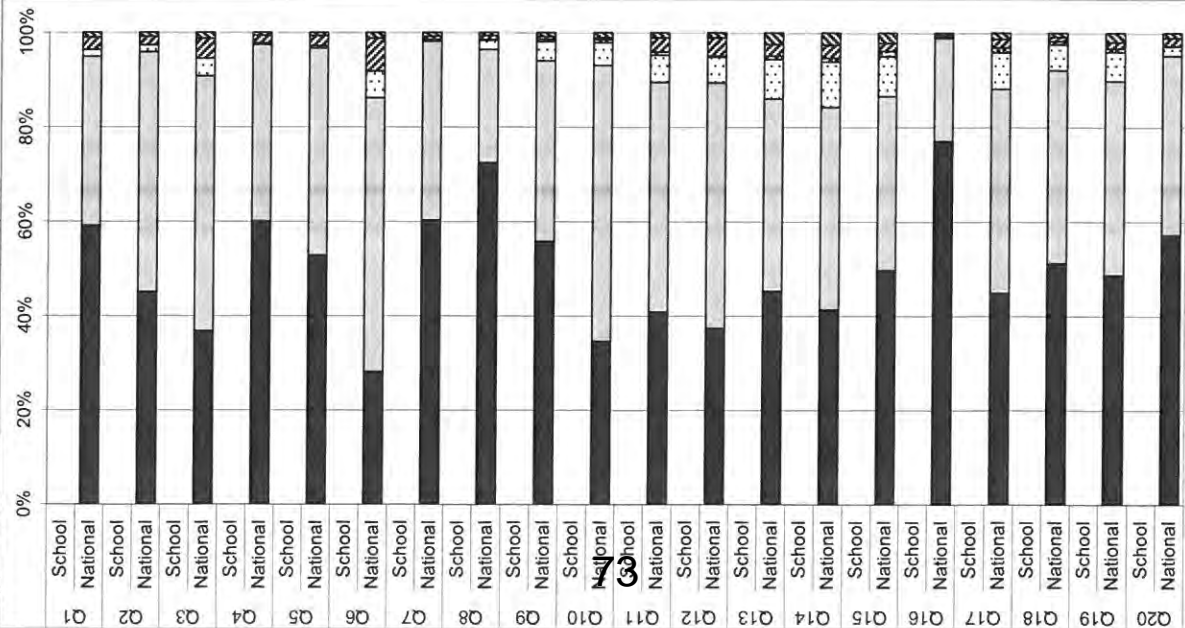
Question	Percentage %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Q1	77%	19%	0%	0%	0%
Q2	74%	19%	3%	0%	0%
Q3	48%	45%	3%	0%	0%
Q4	71%	26%	0%	0%	0%
Q5	71%	23%	0%	6%	0%
Q6	68%	26%	6%	0%	0%
Q7	55%	39%	3%	0%	0%
Q8	65%	29%	3%	0%	0%
Q9	71%	26%	0%	0%	0%
Q10	55%	26%	13%	0%	6%
Q11	68%	23%	10%	0%	0%
Q12	74%	23%	0%	0%	0%
Q13	61%	32%	6%	0%	0%
Q14	65%	29%	0%	0%	3%
Q15	65%	29%	0%	0%	6%
Q16	68%	26%	3%	0%	3%
Q17	74%	19%	3%	0%	0%
Q18	74%	19%	0%	6%	0%
Q19	74%	19%	0%	0%	0%

Q1 The school is helping me to become more confident.
 Q2 I enjoy learning at school.
 Q3 I am getting along well with my school work.
 Q4 Staff encourage me to do the best I can.
 Q5 Staff talk to me regularly about how to improve my learning.
 Q6 I get help when I need it.
 Q7 Staff listen to me and pay attention to what I say.
 Q8 I have a say in making the way we learn in school better.
 Q9 Staff expect me to take responsibility for my own work in class.
 Q10 Staff and pupils treat me fairly and with respect.
 Q11 I feel safe and cared for in school.
 Q12 I have adults in school I can speak to if I am upset or worried about something.
 Q13 I find it easy to talk to staff and they set a good example.
 Q14 Staff make sure that pupils behave well.
 Q15 Staff are good at dealing with bullying behaviour.
 Q16 The pupil council is good at getting improvements made in the school.
 Q17 The school encourages me to make healthy-food choices.
 Q18 I take part in out-of-class activities and school clubs.
 Q19 I know what out-of-school activities and youth groups are available in my local area.

Teacher Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 7
 Quest. Input 5
 Response Rate 71% National response 74%

Fewer than 10 responses received therefore the data has not been published.



Question	Percentage %				
	Strongly Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%
Q15	0%	0%	0%	0%	0%
Q16	0%	0%	0%	0%	0%
Q17	0%	0%	0%	0%	0%
Q18	0%	0%	0%	0%	0%
Q19	0%	0%	0%	0%	0%
Q20	0%	0%	0%	0%	0%

Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.
 Q2 All pupils are given activities which meet their learning needs.
 Q3 Pupils are involved in setting learning targets.
 Q4 Pupils are provided with regular feedback on what they need to do to improve.
 Q5 Pupils are provided with opportunities to evaluate their own work and that of others.
 Q6 Staff regularly ask for pupils' views on how their learning experiences could be improved.
 Q7 Pupils take an active part in their learning.
 Q8 Staff treat all pupils equally.
 Q9 Staff and pupils respect each other.
 Q10 The pupils are well behaved.
 Q11 Support for pupils with additional support needs is effective.
 Q12 Parents are fully involved in the school and their children's learning.
 Q13 I have been actively involved in developing the school's vision and values.
 Q14 I am actively involved in setting priorities to improve the school.
 Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.
 Q16 I am aware of the school's procedures for protecting children.
 Q17 Leadership at all levels is effective.
 Q18 Staff communicate effectively with each other.
 Q19 I have good opportunities to take part in continuing professional development.
 Q20 Staff across the school share good practice.

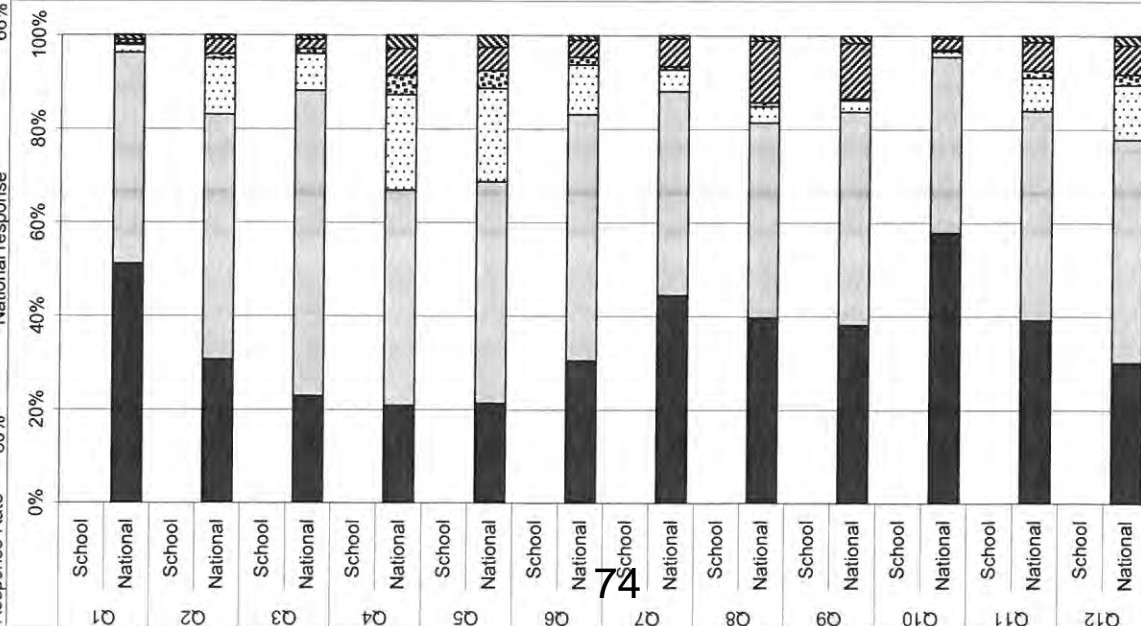
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 5
 Quest. Input 4
 Response Rate 80%
 National response 66%

Fewer than 10 responses received therefore the data has not been published.



Question	Percentage %					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%

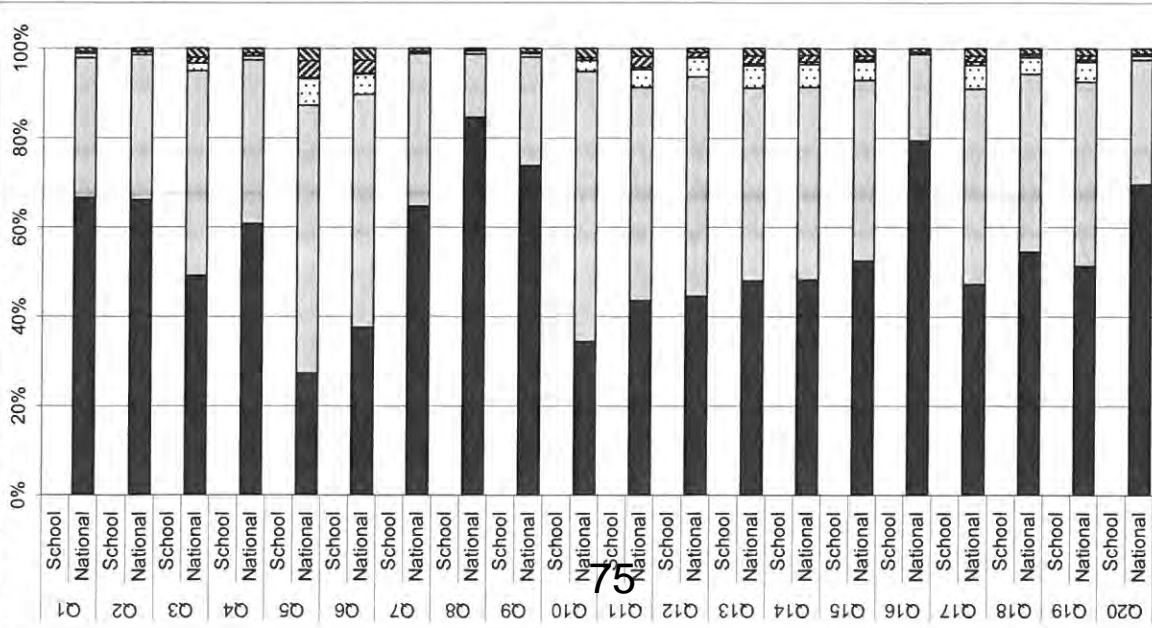
Q1 I have access to the information I need to carry out my work.
 Q2 All staff and pupils respect each other.
 Q3 Pupils are well behaved.
 Q4 I am involved in staff discussions about how to achieve school priorities.
 Q5 I have good opportunities to be involved in making decisions.
 Q6 Staff communicate effectively with each other.
 Q7 Staff treat all pupils equally.
 Q8 Support for pupils with additional support needs is effective.
 Q9 Parents are fully involved in the school and their children's learning.
 Q10 I am aware of the school's procedures for protecting children.
 Q11 Leadership at all levels is effective.
 Q12 I have good opportunities to take part in training activities.

Note: Will not always sum to 100% due to rounding

Nursery Staff Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 3
 Quest. Input 2

Response Rate 67% **Fewer than 10 responses received therefore the data has not been published.**
 National response 62%



Question	Percentage %					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%	0%
Q15	0%	0%	0%	0%	0%	0%
Q16	0%	0%	0%	0%	0%	0%
Q17	0%	0%	0%	0%	0%	0%
Q18	0%	0%	0%	0%	0%	0%
Q19	0%	0%	0%	0%	0%	0%
Q20	0%	0%	0%	0%	0%	0%

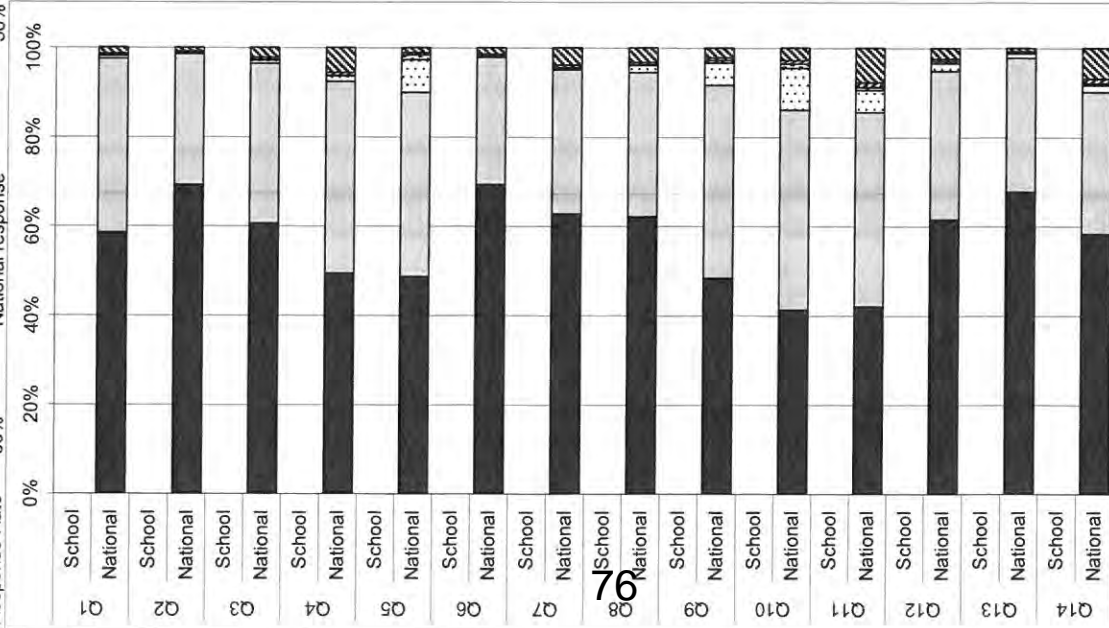
Q1 Staff discuss regularly how to improve the achievement of all children.
 Q2 Staff provide activities which meet the learning needs of all children.
 Q3 Children are involved in talking about what they will learn.
 Q4 Staff give children regular feedback and encouragement on their learning.
 Q5 Children have opportunities to evaluate their own and other children's work.
 Q6 Staff regularly ask for children's views on how play activities can be improved.
 Q7 Children are motivated and engaged in their learning.
 Q8 Staff treat all children equally.
 Q9 Staff and children respect each other.
 Q10 The children are well behaved.
 Q11 Support for children with additional support needs, including behaviour problems, is effective.
 Q12 Parents are fully involved in the nursery and their children's learning.
 Q13 I have been actively involved in developing the nursery's vision and values.
 Q14 I am actively involved in setting priorities for improving the nursery.
 Q15 I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.
 Q16 I am aware of the nursery's procedures relating to child protection.
 Q17 Leadership at all levels is effective.
 Q18 Staff communicate effectively with each other.
 Q19 I have good opportunities to take part in continuing professional development.
 Q20 Staff across the nursery share good practice.

Note: Will not always sum to 100% due to rounding

Nursery Parent Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 16
 Quest. Input 8
 Response Rate 50% 36%

Fewer than 10 responses received therefore the data has not been published.



Strongly Agree
 Disagree
 Don't Know
 Agree
 Strongly Disagree
 Not Answered

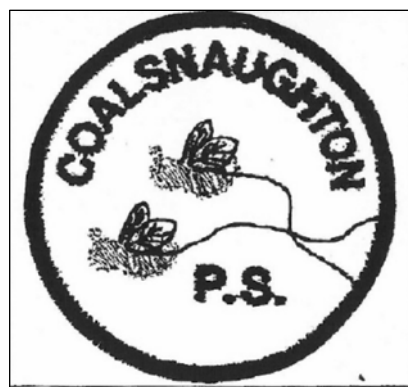
DISCLOSURE CONTROL APPLIED

Question	Percentage %									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	Strongly Agree & Strongly Disagree	Disagree & Don't Know
Q1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Coalsnaughton Primary School

Clackmannanshire



Education Scotland Action Plan

January – December 2016

Introduction

In January 2016, Education Scotland (ES) published a report on standards and quality in Coalsnaughton Primary School following their inspection in October 2015.

The inspection found the key strengths of the school:

- Children who are proud of their school and show care and concern towards each other.
- The leadership of the headteacher in creating the strong, caring ethos across the school and nursery.
- The work with parents and partners to develop the positive environment for learning across the nursery class and school.

The inspection identified several areas for improvement:

- Improve children's progress and attainment in English and literacy and in numeracy and mathematics.
- Ensure the learning needs of all children are effectively met.
- Develop the curriculum to ensure children build on their knowledge and skills through the school.
- Ensure approaches to self-evaluation lead to year on year improvement in children's learning and progress.

Working with the education authority, the school has prepared this action plan to identify how it will address the main points for action outlined in the inspection report. To do this, the school has considered carefully the findings and recommendations made by Education Scotland and also undertaken some self-evaluation with staff and pupils to consider strengths and key areas for development. The Headteacher has also consulted with the Parent Council.

The education authority will work with the school to support and monitor progress. A review will take place in May 2016. Education Scotland have informed the school they will return to carry out a further inspection within one year of the original report. They will then issue another letter to parents on the extent to which the school has improved.

ES Recommendation Improve children's progress and attainment in literacy and English and in numeracy and mathematics.			
Expected Outcomes Pupils will make very good progress from prior levels of attainment in English and literacy and numeracy and mathematics.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Raise attainment in reading. <ul style="list-style-type: none"> • Implement range of assessments in reading to identify attainment and progress. • Develop use of AifL to enhance pupils' ability to self and peer assess reading. • Deliver range of interventions for reading to identified pupils. • Joint planning with SfL and AST to ensure cohesive targets and support. • Staff participate in Attainment Challenge literacy training. 	All CCB	Jan 16 – Oct 16	Pupils are making very good progress from their prior levels of attainment in reading. Most pupils are attaining levels in reading which are appropriate to their age.
Raise attainment in writing. <ul style="list-style-type: none"> • Assess writing termly using Scottish Criterion scale. • Moderate writing assessments to ensure clear understanding of standards. • Develop use of AifL to enhance pupils' ability to self and peer assess writing. 	All CCB	Mar 16 – Nov 16	Pupils are making very good progress from their prior levels of attainment in writing. Most pupils are attaining levels in writing which are appropriate to their age.
Raise attainment in numeracy. <ul style="list-style-type: none"> • Implement range of assessments in numeracy & mathematics to identify attainment and progress. • Moderate numeracy assessments to ensure clear understanding of standards. • Deliver maths recovery programme to identified children. • Staff participate in local authority numeracy training. • Joint planning with SfL to ensure cohesive targets and support. 	All CS	Mar 16 – Nov 16	Pupils are making very good progress from their prior levels of attainment in numeracy. Most pupils are attaining levels in numeracy and mathematics which are appropriate to their age.
Review and develop forward planning formats and assessment approaches. <ul style="list-style-type: none"> • Develop and implement forward and weekly planning format to be used across the curriculum. • Provide professional learning for teachers to deepen knowledge and understanding of planning/ teaching/ assessment cycle. 	CCB CS	Jan 16 – June 16	Staff have a clear understanding of the link between the learning intentions, success criteria, learning experience and the best assessment activity to demonstrate learning. Staff are making increasing use of significant aspects of learning and progression frameworks.

<p>Promote equity of success and achievement for all children</p> <ul style="list-style-type: none"> • Develop and embed Learning Journals from nursery – P7. • Develop the use of Twitter and refresh school website. • Continue to monitor and support positive attendance rates. • Implement Attainment Challenge PEPAS Programme working with the Sports Committee and Active Schools Team. 	CCB	Nov 15 – Oct 16	<p>Pupils and parents are recognising achievements in and out of school and these are being recorded and celebrated regularly.</p> <p>Attendance levels are improving. Exclusion rates are reducing.</p>
<p>Professional Learning/ Resource Needs Professional Learning – Building the Curriculum (BtC5); AifL; Attainment Challenge literacy training; peer teacher visits, Assessing Progress and Achievement (2015) Education Scotland PT Support for Learning – Support and guidance Attainment Challenge Attainment Support Teacher (0.2 FTE); Attainment Challenge PEPAS Programme HT involvement in School Improvement Partnership</p>			

ES Recommendation Ensure the learning needs of all children are effectively met.			
Expected Outcomes Pupils will feel safe and happy at school ensuring they are supported in their learning and development. Procedures and processes will be in place to identify and support the learning needs of all pupils.			
Key Actions/Tasks	Personnel Responsible	Timescale	Progress
Develop a Meeting Learning Needs' best practice approach focusing on universal support. <ul style="list-style-type: none"> Implement approach consistently across all classes. 	CCB JMc	Nov 15 – June 16	Universal and targeted learning and support is embedded and having a positive impact on pupils' progression with their learning.
Ensure all staff have knowledge and skills to meet the needs of all pupils in all classes. <ul style="list-style-type: none"> Schedule collegiate time for professional dialogue to establish expectations for high quality learning and teaching including embedding AifL strategies. Explore BtC2 to look at appropriate methods of ensuring learning is active, engaging, supportive and challenging. Create a timetable for teaching and support staff to engage in peer visits to see best practice. 	CCB JMc	Feb 16 – Oct 17	Teachers have a shared understanding of what effective learning and teaching looks like. Pupils are experiencing high quality universal support which focuses on effective learning and teaching. Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all pupils. Staff are reflecting on their practice and work collaboratively with others to build their capacity to meet the needs of all pupils.
Ensure Staged Intervention procedures are embedded nursery - P7. <ul style="list-style-type: none"> Provide professional learning for all staff on GIRFEC, Staged Intervention and Children's Planning, roles within school. Further involve pupils and parents in planning and evaluating as part of the staged intervention process. Introduce monthly collaborative meeting for class teachers, support staff and support for learning teacher to review and plan meeting the needs of all pupils. 	CCB JMc	Jan 16 – June 16	All staff are make effective use of the staged intervention framework to ensure pupils' needs are met. Pupils requiring additional support have high quality individualised plans. Pupils and their parents are involved in decisions about how their needs will be met.
Develop staff knowledge and understanding of assessment tools to identify and support children with learning needs. <ul style="list-style-type: none"> Provide professional learning to raise awareness of assessment tools – Boxhall, Attachment Screener, SWST, Miscue Analysis of 	CCB JMc	Jan 16 – Oct 16	Pupils' learning needs are identified through robust assessment information, including specialist input where required.

<p>running reading records.</p> <ul style="list-style-type: none"> Track impact of interventions through SI procedures. 			Well planned interventions are leading to positive outcomes for pupils with additional support needs, including those affected by financial hardship.
<p>Further develop the positive and supportive ethos within the school to meet the needs of each and every child.</p> <ul style="list-style-type: none"> Transform learning environments from nursery – P7. Update Promoting Positive Behaviour approaches. Embed pupils' involvement in life and work of school within school groups. 	All	Nov 15 – June 16	<p>There is an inclusive ethos across the school which contributes to minimising the impact of potential barriers to learning.</p> <p>Pupils are active participants and have a strong voice in the life and work of the school.</p>
<p>Explore and develop approaches which promote children's independent learning skills and ownership of learning.</p> <ul style="list-style-type: none"> Pupils will set targets in literacy and numeracy regularly and these will be shared with home. Pupils will be given planned opportunities to follow their own interests in line with the principle of personalisation and choice through contexts for learning. 	All	Jan 16 – Dec 16	<p>Children are more independent in their learning and more able to discuss and identify next steps in their learning.</p> <p>Pupils are developing their leadership and team skills through working in groups.</p> <p>Pupils are increasingly motivated and engaged in their learning.</p>
<p>Professional Learning/ Resource Needs Professional Learning – Building the Curriculum 2 (BtC2); GIRFEC; Children's Plans; peer teacher visits PT Support for Learning – Consultation & collaboration with class teachers & support staff; Drop In Sessions HT involvement in School Improvement Partnership</p>			

ES Recommendation Develop the curriculum to ensure children build on their knowledge and skills through the school.			
Expected Outcomes Pupils will experience a relevant, coherent and progressive curriculum which develops their skills for learning, life and work. Teachers will be confident in planning, delivering and assessing quality learning experiences for pupils' in all curricular areas.			
Key Actions/Tasks	Personnel Responsible	Timescale	Progress
Develop a curriculum rationale. <ul style="list-style-type: none"> • Undertake consultation with pupils/ staff/ parents and the wider school community. • Devise and produce a visual and a written curriculum rationale. • Share rationale with all stakeholders. • Use the rationale to create a curriculum that reflects our local context. 	CCB	Oct 15 – Jan 16	The curriculum has a clear rationale shaped by the shared values of the school and its community. Pupils, staff, parents and the school community understand what the school is aiming to achieve through its curriculum.
Design a curricular framework. <ul style="list-style-type: none"> • Develop a 3-year strategic IDL curriculum overview which sets out whole school and class foci for learning. • Produce social studies pathways and planners. 	CCB All	Dec 15 – Feb 16	There is a strategic overview which reflects the curriculum rationale and takes account of the views of all stakeholders. IDL contexts for learning will be mostly taught through literacy and will focus on a significant aspect of learning.
Develop and implement a clear and progressive framework for reading. <ul style="list-style-type: none"> • Produce a learning pathway. • Refine planners and teacher guidance for teaching of reading. • Schedule of assessments in reading to ensure progression is developed across whole school. • Assess and moderate reading evidence termly. 	CCB	April 16 – Sept 16	Pupils' learning in reading follows a clear progression and builds on prior learning. Pupils' are developing a range of reading skills & read a wider range of texts, including novel studies. Pupils read for enjoyment and learning activities are active and engaging.
Develop and implement a clear and progressive framework for writing. <ul style="list-style-type: none"> • Produce a learning pathway. • Refine planners and teacher guidance for teaching writing. • Assess and moderate writing termly using the Scottish Criterion Scale. 	CCB	April 16 – Nov 16	There is a whole school approach to the teaching of writing that ensures coherence and progression. Pupils write for a variety of purposes and across all areas of the curriculum.

<p>Develop and implement a clear and progressive framework for spelling, handwriting and knowledge about language.</p> <ul style="list-style-type: none"> • Develop a spelling progression and guideline for nursery - P7. • Provide professional learning on effective learning and teaching of spelling. • Ensure a consistent approach to the teaching of phonics • Develop teachers' knowledge and understanding about progression in grammar skills • Develop guidance for handwriting nursery – P7. 	CCB	Feb 16 - Sept 16	<p>Pupils are developing a range of spelling strategies and are able to use these within literacy and across their learning.</p> <p>Pupils are developing a cursive handwriting style that is accurate and legible.</p>
<p>Develop a clear progressive framework for listening and talking.</p> <ul style="list-style-type: none"> • Produce a learning pathway • Develop guidance for talking and listening. 	CCB	Sept 16 – Nov 16	<p>Pupils' are develop confidence in talking and listening across their learning.</p> <p>Pupils are able to apply their listening and talking skills in a variety contexts</p>
<p>Review and refresh programme and pathways for numeracy and mathematics.</p> <ul style="list-style-type: none"> • Use planners that for early to second level numeracy that build on prior learning and develop a progression of skills. • Develop learning pathway for mental maths nursery - P7. • Implement active maths and mental agility approaches to teaching mental maths skills. • Produce a guideline for numeracy and mathematics including approaches to assessment. 	CS	Feb 16 – Apr 16	<p>Pupils are developing quick recall of mental maths skills and are beginning to apply these across their learning and in real life contexts.</p> <p>Pupils are beginning to transfer knowledge and skills and apply these to problem-solving situations.</p> <p>Teachers have extended their knowledge of teaching methodologies and learning is more enjoyable, engaging, challenging and has pace.</p> <p>Pupils' learning is assessed and tracked regularly and teachers use this to support planning pupils' next steps.</p>
<p>Develop and implement a clear and progressive framework for health & wellbeing.</p> <ul style="list-style-type: none"> • Develop and implement learning pathways for health and wellbeing from nursery - P7. • Identify and build an overview of health & wellbeing development across the school. 	CCB IW	Aug 16 – Dec 16	<p>Pupils' learning in health and wellbeing follows a clear progression and there is continuity and coherence from P1-P7. The progression covers learning in class and at a whole school level.</p>
<p>Develop a teaching and learning file to inform planning, learning and teaching and assessment.</p> <ul style="list-style-type: none"> • Set up a file to be accessed electronically and provide paper copies. 	CCB CS	Ongoing	<p>Teachers are able to access clear guidance and documentation for all areas of the curriculum.</p>

Professional Learning/ Resource Needs

Professional Learning – Big Maths; phonics/ spelling; reading strategies; FLAME training; Attainment Challenge literacy; Education Scotland website; peer visits, visits to other schools

Clackmannanshire Numeracy and Mathematics Pack; Big Maths

Training and support from Curriculum Development Officer – Literacy & Numeracy & Social Studies

Attainment Challenge Literacy Leader and Hub Leader

Training and support from ES - Numeracy

ES Recommendation Ensure approaches to self-evaluation lead to year on year improvement in children’s learning and progress.			
Expected Outcomes Through rigorous and robust self-evaluation the school will be able to recognise its strengths and areas for improvement. The school will carefully plan and regularly monitor its progress to ensure continuous improvements in children’s learning and attainment.			
Key Actions/Tasks	Personnel Responsible	Timescale	Progress
Consult with all stakeholders to develop, implement and review aspects of the action plan. <ul style="list-style-type: none"> Engage teaching and support staff, pupils, parents, partners in development and review of action plan. 	CCB CS	Dec 15 – Dec 16	Parents, pupils, staff and partners will be involved in evaluating the work of the school. Impact of consultations and feedback is clearly shared and displayed for school community to see – ‘You said...We did’.
Develop skills of staff in approaches to self-evaluation and reflection on practice. <ul style="list-style-type: none"> Establish programme of peer teacher visits within school partnerships Ensure opportunities for staff to moderate assessments. 	All	April 16– Dec 16	Staff are increasingly reflecting on own practice and school practice and identifying strengths and areas for development.
Embed PRD Scheme, Professional Update and Career Long Professional Learning (CLPL). <ul style="list-style-type: none"> Implement calendar of PRD with all teaching and support staff. Collegiate sessions to include, as standing items, staff feedback on PL undertaken and report on initiatives implemented in class. 	All	April 16 – Oct 16	Staff identify areas for own professional learning which will improve their practice. Staff are confident in sharing practice and in participating in dialogue about their craft. Staff learn together and have built their capacity for improvement as a team.
Further develop Quality Assurance. <ul style="list-style-type: none"> Review current Quality Assurance Calendar - develop classroom visits, learning walks, sampling pupil work, pupil dialogue and feedback ensuring there is impact on learning. SMT to participate in coaching and mentoring training 	CCB	Jan 16 – Sept 16	School leadership is aware of the quality of learning and teaching across the school and provides support and challenge. Pupils will experience improved quality and consistency of learning experiences.

<p>Further develop and implement procedures and practices for tracking and monitoring.</p> <ul style="list-style-type: none"> • Develop tool for tracking and monitoring for use by all staff as part of Attainment Challenge. • Appropriate interventions and impact discussed at tracking meetings. 	CCB	Jan 16 – Nov 16	<p>School leadership is better equipped to benchmark practice of school.</p> <p>Staff will be able to identify and address learners' needs through dialogue and tracking.</p>
<p>Engagement in School Improvement Partnership to further develop skills in self-evaluation for self-improvement.</p>	CCB	Ongoing	<p>Approaches to self-evaluation for self-improvement are more effective and have a greater impact on learning</p>
<p>Professional Learning/ Resource Needs Professional Learning – GTC Website/resources; HGIOS4 HT involvement in School Improvement Partnership</p>			

