



**Clackmannanshire  
Council**

[www.clacksweb.org.uk](http://www.clacksweb.org.uk)

**Kilncraigs, Greenside Street, Alloa, FK10 1EB  
(Tel.01259-450000)**

# **Attainment and Improvement Sub Committee**

**Thursday 19th May 2016 at  
2pm**

**Venue: Council Chamber, Patons Building, Kilncraigs,  
Alloa, FK10 1EB**

---

Contact Strategy and Customer Services, Clackmannanshire Council, Kilncraigs, Alloa, FK10 1EB  
Phone: 01259 452106/452004/452006 E-mail: [customerservice@clacks.gov.uk](mailto:customerservice@clacks.gov.uk) Web: [www.clacksweb.org.uk](http://www.clacksweb.org.uk)

Date	Time
------	------

## **Attainment and Improvement Sub-Committee**

This is a Sub-Committee of the Education, Sport and Leisure Committee.

The Sub-Committee has been established in order to enable focused elected member scrutiny of the implementation of the Attainment Challenge, as well as other matters related to attainment and school improvement.

Its remit is to:

- a. monitor the implementation of the Attainment Challenge programme in Clackmannanshire;
- b. review the effectiveness of the funded activities in meeting the desired outcomes of the Attainment Challenge;
- c. review the effectiveness of improvement plans of educational establishments;
- d. make recommendations to the Education, Sport & Leisure Committee on any matters within this remit.

The sub-committee will meet 2-3 weeks in advance of each full meeting of the Education, Sport & Leisure Committee.

Members of the public are welcome to attend our Council and Committee meetings to see how decisions are made.

Details of all of our Council and Committee dates and agenda items are published on our website at [www.clacksweb.org.uk](http://www.clacksweb.org.uk)

If you require further information about Council or Committee meetings, please contact Strategy and Customer Services by e-mail at [customerservice@clacks.gov.uk](mailto:customerservice@clacks.gov.uk) or by telephone on 01259 452106 or 452004.

**11 May 2016**

**A MEETING of the ATTAINMENT AND IMPROVEMENT SUB COMMITTEE will be held within the Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB, on THURSDAY 19 MAY 2016 at 2 pm.**

**Garry Dallas  
Executive Director**

**B U S I N E S S**

	<b>Page No.</b>
1. Apologies	--
2. Declaration of Interests Elected Members are reminded of their obligation to declare any financial or non-financial interest which they may have in any item on this agenda in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minute of Meeting held on 20 April 2016 (Copy herewith)	05
4. Scottish Attainment Challenge in Clackmannanshire - report by the Head of Education (Copy herewith)	07
5. Primary School Improvement - report by the Head of Education (Copy herewith)	13

## ATTAINMENT AND IMPROVEMENT SUB COMMITTEE – MEMBERS (COMMITTEE QUORUM 2)

---

### Councillors

### Wards

Councillor	Ellen Forson	(Convenor)	4	Clackmannanshire South	SNP
Councillor	George Matchett, QPM		1	Clackmannanshire West	LAB
Councillor	Les Sharp		1	Clackmannanshire West	SNP
Councillor	Jim Stalker		1	Clackmannanshire West	LAB



**MINUTES OF MEETING of the ATTAINMENT AND IMPROVEMENT SUB COMMITTEE  
held within the Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB, on  
WEDNESDAY 20 APRIL 2016 at 9.00 am.**

**PRESENT**

Councillor Ellen Forson, Convenor (In the Chair)  
Councillor George Matchett, QPM  
Councillor Les Sharp

**IN ATTENDANCE**

David Leng, Head of Education  
Kevin Kelman, Assistant Head of Education  
Alan Milliken, Assistant Head of Education  
Adrienne Aitken, Attainment Challenge Co-ordinator  
Morven Graham, Principal Psychologist  
Carolynn McDaid, Service Manager  
Bryony Monaghan, Service Manager  
Judy Edwards, Interim Service Manager  
Fiona MacDonald, Service Manager  
Tom Black, Head Teacher, Lornshill Academy  
Jackie Ebsworth, Head Teacher, Alloa Academy  
Sharee MacKerron, Head Teacher, Alva Academy  
Liz Thomson, Principal Teacher (Pupil Support), Alloa Academy  
Susan Fallone, Solicitor, Legal Services (Clerk to the Committee)  
Gillian White, Business Support to the Committee

**ESL(16)001 APOLOGIES**

Apologies for absence were received from Councillor Jim Stalker.

**ESL(16)002 DECLARATIONS OF INTEREST**

None.

**ESL(16)003 LEAVERS' ATTAINMENT FOR SESSION 2014-15**

The report, submitted by the Head of Education, provided the Committee with an update on the attainment of young people who left education in session 2014-15.

**Motion**

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Les Sharp.

**Decision**

Having commented on and challenged the performance of the progress to date, the Committee agreed to note the information set out in the report.

**ESL(16)004 SCOTTISH ATTAINMENT CHALLENGE IN CLACKMANNANSHIRE**

The report, submitted by the Head of Education, provided a briefing on the Scottish Attainment Challenge in Clackmannanshire.

Adrienne Aitken, Attainment Challenge Co-ordinator, presented information on the Scottish Attainment Challenge in Clackmannanshire.

**Motion**

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Les Sharp.

**Decision**

Having had the opportunity to put questions to the officers and comment on the report, the Committee agreed to note the information set out in the report.

Ends 1200 hrs

---

**Report to**                      **Attainment and Improvement Sub-Committee**

---

**Date of Meeting:**        **19 May 2016**

---

**Subject:**                      **Scottish Attainment Challenge in Clackmannanshire**

---

**Report by:**                      **Head of Education**

---

## **1.0 Purpose**

- 1.1. The purpose of this report is to provide a briefing to the Attainment and Improvement Sub-Committee on key aspects of the Scottish Attainment Challenge in Clackmannanshire as it moves from Year 1 into Year 2.

The paper provides an overview of the progress of the Scottish Attainment Challenge in Clackmannanshire in Year 1 and outlines key proposals for Year 2.

## **2.0 Recommendations**

It is recommended that the Attainment and Improvement Sub-Committee agree:-

- 2.1. To note and comment on the Scottish Attainment Challenge in Clackmannanshire as it moves from Year 1 into Year 2.

## **3.0 Considerations**

- 3.1 Scottish Attainment Challenge in Clackmannanshire Year 1

The Scottish Attainment Challenge in Clackmannanshire comprises of three key change areas:

- Enabled Leadership
- Literacy and Numeracy Rich Learning
- Flourishing Communities

All nursery, primary, ASN and secondary establishments have been involved in the work of the Attainment Challenge in Year 1 at either a universal or targeted level. This approach has resulted in a common purpose and shared understanding of the aims and ambitions of the Attainment Challenge in Clackmannanshire. There is evidence of commitment and enthusiasm from all establishments and of good, sustainable progress being made.

## 3.2 Key Messages from Year 1

### **Enabled Leadership**

- Leadership opportunities at a range of levels have been provided across the Attainment Challenge. This has enabled staff to develop ownership and a shared responsibility in raising attainment for all and in closing the equity gap within our local context.
- Opportunities for headteachers to work together in improvement partnerships has supported self-evaluation for school improvement.

### **Literacy and Numeracy Rich Learning**

- A Learning Community based, literacy focused, Professional Learning Programme has supported teachers' continued development in the learning, teaching and assessment of reading. This has led to improvements in pupils' learning experiences in reading.
- Opportunities provided to increase teachers' knowledge and skills in reading were very well attended and have impacted positively on classroom practice.
- A local authority wide resource and training package aimed at phonics and reading (P1-3) has been purchased for all primary schools. This will support consistency in the teaching and learning of early reading skills.
- Schools have updated and renewed their literacy resources, improving not just the quality of resources and materials but also the environment.
- Allocating additional staffing to schools to take forward improvements in reading (Literacy Leaders) has built capacity within schools and across schools.
- Pupil voice has played a crucial role in increasing motivation and engagement in reading across our schools.
- Providing targeted Attainment Teacher Support to groups of children within some of our schools with the highest levels of disadvantage has successfully raised the reading attainment of all targeted children in this initial cohort.

### **Flourishing Communities**

- Children experiencing adverse/traumatic experiences have access to therapeutic work provided by Psychological Services through attainment funding.
- Schools with highest levels of disadvantage have additional staffing to support emotional literacy and resilience in the early years of primary.
- A project increasing participation levels in sport and physical activity in one school has developed positive attitudes, motivation and self-esteem of those involved, including developing the leadership skills of the learners.

Overall the pace of progress within Enabled Leadership and Literacy Rich Learning has been very good and is leading to a positive impact on children's attainment and closing the gap. Positive, early progress has been made with



the plans Flourishing Communities. Work has been undertaken to further grow and develop this key area in Year 2.

### 3.3 Scottish Attainment Challenge in Clackmannanshire Year 2

The Year 2 Plan for Clackmannanshire has been submitted to Scottish Government for approval. A number of key amendments/new proposals were included as part of this plan. The majority of these are within the area of Flourishing Communities which includes:

- A flourishing communities group will continue to meet regularly where key leads will provide updates, review progress and evaluations and establish next steps.
- The introduction of the FAST programme will offer the opportunity of two 8-week programmes to parents/families within identified primary schools. This will be part of a focus on improving parent, family and community partnership working in collaboration with 3<sup>rd</sup> sector/voluntary organisations.
- NME (Neurosequential Model in Education) classroom based approach will be developed. Five people are being trained and one further person to be trained. Implementation will start with 2 identified schools, increasing to a further 2 schools during Year 2.
- The therapeutic (trauma) service currently offers a day and a half to deliver input to children and for the EP to receive supervision. This service will be extended to provide a further 2 days input to increase the availability of this intervention to identified children across all primary schools.
- Sports and Leisure will continue to offer PEPAS in one school to extend the level of participation in sports and will extend this approach to a further primary school. This will include parental participation and engagement.
- Health and Wellbeing leaders will help to promote the health and wellbeing agenda of CfE across primary schools.
- A families and communities team will continue to provide early intervention to support children and families in emotional resilience and confidence.

It is anticipated that the key measures of success will be:

- Children's overall health and wellbeing, self-esteem and confidence will improve.
- Children will demonstrate increased resilience and motivation.

- Children will learn to self-regulate their emotions in order to increase on-task behaviours in the classroom.
- Reduced levels of trauma and anxiety will be evident in identified children, in order to increase on-task behaviours and access to learning in the classroom.
- Parental engagement, confidence, resilience and self-esteem will improve following attendance at parenting interventions.
- There will be increased partnership working between schools, parents and community partners.
- There will be increased participation in sports and dance events.

The Year 2 plan builds on the success of key elements of Year 1 and the model of identified key leaders in schools will be used to support Literacy, Numeracy and Health and Wellbeing. A small number of further secondments to the Attainment Challenge Team have also been proposed. Consideration has been given to the new education service structure being developed within Clackmannanshire, as well as teacher recruitment issues.

A clear programme of coordinated continuous professional learning with Raising Attainment and Closing the Equity Gap as its focus is being developed for session 16/17.

#### **4.0 Sustainability Implications**

4.1 The paper has no sustainability implications.

#### **5.0 Resource Implications**

5.1 The paper has no resource implications.

#### **6.0 Exempt Reports**

6.1 Is this report exempt? Yes  (please detail the reasons for exemption below) No

#### **7.0 Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies

(1) **Our Priorities** (Please double click on the check box )

- The area has a positive image and attracts people and businesses
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and employment
- Our communities are safer
- Vulnerable people and families are supported
- Substance misuse and its effects are reduced
- Health is improving and health inequalities are reducing
- The environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable

**8.0 Equalities Impact**

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No

**9.0 Legality**

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes  No

**10.0 Appendices**

10.1 No Appendices

**11.0 Background Papers**

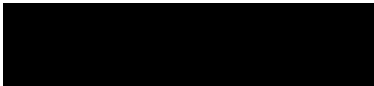
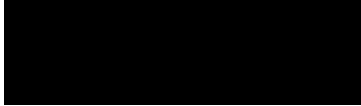
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Carolyn McDaid	Service Manager, School Improvement	01786 233188
Adrienne Aitken	Attainment Challenge Coordinator	01259 452420

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
David Leng	Head of Education	
Garry Dallas	Executive Director	

---

**Report to**                      **Attainment and Improvement Sub-Committee**

---

**Date of Meeting:**        **19 May 2016**

---

**Subject:**                      **Primary School Improvement**

---

**Report by:**                      **Head of Education**

---

### **1.0 Purpose**

- 1.1. The purpose of this report is to provide an update to the Attainment and Improvement Sub-Committee on primary school improvement in Clackmannanshire.
- 1.2 The Education Service is implementing a range of approaches to support school improvement within Clackmannanshire. This will be exemplified at the Attainment and Improvement Sub-Committee through discussion of current school improvement activity at Abercromby Primary School and Tillicoultry Primary School.

### **2.0 Recommendations**

It is recommended that the Attainment and Improvement Sub-Committee agree:-

- 2.1. To note and comment on primary school improvement in Clackmannanshire.

### **3.0 Considerations**

- 3.1 The Education Service is committed to raising standards and quality across all schools and establishments. This is key to ensuring that all children and young people have the highest quality learning experiences to improve their educational outcomes, to raise attainment and to address the impact of inequity.
- 3.2 A key driver in achieving excellence and equity for all children in Clackmannanshire is the continuous improvement of all establishments. The Education Service works closely with schools to provide support and challenge to ensure continuous school improvement.

- 3.3 Effective school improvement is underpinned by rigorous self-evaluation. The Education Service supports schools to develop robust internal approaches to self-evaluation. This session, the Education Service has developed a toolkit and primary schools have undertaken self-evaluation of their curriculum and of personalised support for pupils. This has been supported by professional learning opportunities for headteachers and support materials. Primary schools are developing their curriculum rationale and curriculum pathways as a result of this self-evaluation.
- 3.3.1 During session 2015/16, Education Scotland released new editions of their key self-evaluation documents 'How good is our school?' (HGIOS4) and 'How good is our early learning and childcare?' (HGIOELC). The Education Service has provided training on these new toolkits, including a keynote talk from one of the authors of HGIOS4 at our Headteacher Working Together Meeting in February 2016.
- 3.3.2 School Improvement Planning and Standards & Quality Reporting are important parts of the self-evaluation and improvement cycle. This session a local working group has revised the Education Service guidance on improvement planning and standards and quality reporting. The guidance has been shared with all establishments and training provided.
- 3.4 The Education Service has developed collaborative school partnerships to extend school self-evaluation and improvement. Our School Improvement Partnerships consist of three schools working together to support improvement across all schools in the partnership. Each school undertakes self-evaluation of an agreed area and this is followed by a school visit whereby partnership headteachers validate the self-evaluation through discussion, observation and review of evidence. This provides high quality peer support and challenge.
- 3.4.2 An initial evaluation of this approach was undertaken in June 2015 and headteachers found improvement partnerships to be effective and the evaluation indicated a positive impact on schools. Education Scotland identified this innovative approach to school improvement as good practice to be shared at the Scottish Learning Festival and a Service Manager and local headteacher presented at the event.
- 3.5 This session, a working group has been developing an approach to Validated Self-Evaluation (VSE) and this will enhance approaches to self-evaluation for improvement. As part of this new approach, each school will receive a Validated Self-Evaluation Visit led by a team of peers and professionals on a three year rolling programme. The new approach to Validated Self-Evaluation is being piloted in May/June 2016.
- 3.6 The Education Service provides proportionate guidance, support and challenge to secure continuous improvement of all schools. Some establishments will demonstrate a strong capacity for continuous improvement whilst others will require a higher level of support and challenge. The Education Service works with individual schools to provide targeted support, challenge and interventions to ensure ongoing, continuous improvement. This involves action planning, direct working, additional resourcing and staffing, and regular quality assurance and reviews.

- 3.7 The Education Service has provided a wide range of resources and Career Long Professional Learning (CLPL) opportunities to support the continuous improvement of all schools. For example, this session a Literacy Strategy and Progression and a Numeracy Strategy and Progression have been developed and shared with schools. A range of training has been provided for staff at all levels.
- 3.8 This session, a local working group has been developing a Leadership Strategy. All new headteachers now have a mentor and a refreshed Headteacher Induction Programme has been developed for implementation in 2016/17. A new 'Lead Now, Lead Next' Programme has been developed for aspiring Principal Teachers for implementation 2016/17.
- 3.9 The Scottish Attainment Challenge in Clackmannanshire has supported the improvement of schools this session. For example, each school has a Literacy Leader and they have been driving improvements in learning and teaching in reading. All Literacy Leaders have participated in a programme of professional learning. There have also been four opportunities for 'Headteacher Conversation' events, with inspirational speakers. Headteachers have reported that this is providing opportunities to build a community of school leadership across Clackmannanshire.
- 3.10 The Education Service has developed approaches to the collection of data and information on schools and how the Service uses this to support school improvement. This includes data on exclusions, attendance and attainment. As part of the National Improvement Framework, the Education Service is supporting schools with the Teacher Judgement Data Collection for 2016. This will support the authority in monitoring and tracking children's and schools' attainment, progress and improvement.
- 3.11 The Education Service will continue support the continuous improvement of all its establishments, working closely with schools and headteachers.

#### **4.0 Sustainability Implications**

- 4.1. The paper has no sustainability implications.

#### **5.0 Resource Implications**

- 5.1. The paper has no resource implications.

#### **6.0 Exempt Reports**

- 6.1. Is this report exempt? Yes  (please detail the reasons for exemption below) No

#### **7.0 Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

- The area has a positive image and attracts people and businesses
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and employment
- Our communities are safer
- Vulnerable people and families are supported
- Substance misuse and its effects are reduced
- Health is improving and health inequalities are reducing
- The environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable

**8.0 Equalities Impact**

- 8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?  
Yes  No

**9.0 Legality**

- 9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes  No

**10.0 Appendices**

Appendix 1: Abercromby Primary School Action Plan September 2015  
(Evaluated April 2016)

Appendix 2: Tillicoultry Primary School Improvement Plan 2015/16  
(Evaluated April 2016)

**11.0 Background Papers**


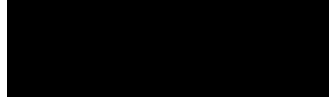
- 11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)  
Yes  (please list the documents below) No



**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Carolyne McDaid	Service Manager, School Improvement	01786 233188
Kevin Kelman	Assistant Head of Education	01786 233224

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
David Leng	Head of Education	
Garry Dallas	Executive Director	



# Abercromby Primary School



## Education Scotland Action Plan

**September 2015**

(Evaluated November 2015, February, April 2016)



## Introduction

In August 2015, Education Scotland (ES) AND THE Care Inspectorate (CI) published a report on standards and quality in Abercromby Primary School following their inspection in May 2015.

The inspection found the key strengths of the school:

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

The inspection identified several areas for improvement:

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children can make suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

Working with the education authority, the school has prepared this action plan to identify how we will address the main points for action outlined in the inspection report. To do this we have considered carefully the findings and recommendations made by Education Scotland.

The education authority will work with the school to monitor the progress we are making. Education Scotland have informed us that the school needs additional support and more time to make necessary improvements. Within a year of publication of this letter, they will ask Clackmannanshire Council for a progress report. They will then decide if further inspection is required. Clackmannanshire Council will keep parents informed of the extent to which the school is improving.



## Abercromby Primary School: Education Scotland Follow-up Action Plan

<p><b>ES Recommendation</b> Meet all children's learning needs in classes</p>													
<p><b>Expected Outcomes</b> That every learner will have the opportunity to reach his or her potential through the provision of high quality learning and teaching. That we will strive to ensure we 'get it right for every child' and that all our learners are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. Learners will consistently work at a brisk and challenging pace and also be given sufficient time to develop and make sense of their learning. Teaching approaches will be flexible and carefully matched to the needs of all learners. Robust and seamless Transitions will ensure continuity and progression for each learner.</p>													
Key Actions	Personnel Responsible	Timescale	Impact										
<p>Rigorous Quality Assurance procedures will be further developed to monitor and evaluate the quality of learning and teaching, learning environment and planning.</p> <p>Establish Professional Discussion Groups where staff have regular opportunities to engage in dialogue about quality learning and teaching, planning, pace, challenge and differentiation, sharing good practice.</p> <p>Regular opportunities for staff to take learning walks and peer observations in own school and other establishments.</p>	<p>HT DHTs Senior EYP</p> <p>HT, DHTs, PTs Staff</p> <p>HT, DHTs Staff</p>	<p>Sept 15 ongoing</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table> <p>Oct 15 ongoing</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	20%	40%	60%	80%	100%	<p>Learning Visits – September 15 – HT Feedback to staff – support and challenge as appropriate. Monitor.</p> <p>Forward Plans – Sept 2016</p> <p>Jotter Sampling – October 2015 – DHTs</p> <p>Tracking Meetings January 2015 – HT</p> <p>Planning Meetings – January 2015 SMT</p> <p>Peer Learning Visits – January/February 16</p> <p>Sharing practice, professional dialogue – ongoing. Tracking Meetings – Planned for May</p>
20%	40%	60%	80%	100%									
20%	40%	60%	80%	100%									
<p>Review and update procedures for planning. Establish Professional moderation of planning groups to ensure</p>	<p>HT, DHTs Senior EYP</p>	<p>Oct 15 ongoing</p>	<p>HT monitoring Weekly plans – ongoing</p>										





Administer the Suffolk Reading Test as part of the Clackmannanshire Challenge.		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	NGRT Assessment completed. – April 2016 Currently analysing data. This will form part of the discussion during Tracking Meetings planned for May 2016
20%	40%	60%	80%	100%				
Review Achievement Logs/Learning Journals to ensure they are being used effectively.	DHT Senior EYP	Feb 16 Ongoing  <table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	Sampled by DHTs as part of Quality Assurance Procedures. – October 2015. Feedback given regrading need for consistent approach – October 2015  Further Collegiate session planned with staff to review purpose and update as agreed.
20%	40%	60%	80%	100%				
Devise and implement Transition Policy and Guidance	HT DHTs Senior EYP	May 16  <table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	DHT/Senior EYP met to plan structure of the Nursery to P1 Programme – January 2016  EYPs and P1 teachers met to agree dates and the detail. f the visits, i.e. 2 x numeracy, 2 x literacy and 1 Nursery – P1 Transition completed. Transition from stage to stage still to be completed.
20%	40%	60%	80%	100%				
<p><b>Training/Resource Needs</b></p> <p>Staff will engage in a range of professional learning to support pedagogy and build confidence.</p> <p>Sharing Practice, Peer Learning Visits, Learning Walks, Dialogue in trios</p> <p>Opportunities to observe/visit other establishments.</p> <p>School Improvement Partnership – working together, sharing ideas.</p> <p>Moderation of planning</p> <p>Ongoing curriculum development.</p> <p>CLPL - InCAS</p>								



## Abercromby Primary School: Education Scotland Follow-up Action Plan

<p><b>ES Recommendation</b> Develop the leadership of the curriculum to raise attainment and ensure that all children make suitable progress in all aspects of learning.</p>								
<p><b>Expected Outcomes</b> Our curriculum will have a clear rationale, based on shared values, learners' entitlements and the four capacities. We will have structure and clear Progression Pathways for the following Curricular Areas: Literacy, Numeracy, Contexts for Learning, French, ICT and Science. Staff will have a good understanding of significant aspects of learning, design principles and expectations through engaging with key Curriculum Documents, national guidance and CLPL Staff will have a clear understanding of what children are learning within and across curriculum areas. A learner's curriculum journey at Abercromby Primary and Nursery class will be clearly understood by all. Our curriculum will be designed to raise the attainment of all learners.</p>								
Key Actions	Personnel Responsible	Timescale	Impact					
<p>Develop a Numeracy Policy and Numeracy Progression Framework in line with guidance from authority and national advice. Working Group to support this.</p>	<p>HT/PT Working Group</p>	<p>December 15</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>Working Group set up August 2015 Audit of current practice September 2016 Research/Consultation/Staff Development – National Advice – October 2015 Onwards. Lead Numeracy/HT group members start work on numeracy framework November 2015 Draft Raising Attainment in Numeracy Strategy completed (Early – 2<sup>nd</sup>) Working on 3<sup>rd</sup> Level – Overarching Strategy + Numeracy Progression Framework + Mental Maths Progression + Common Language of Maths + Assessment. Plans are in place to produce early level exemplars. Working Group to share with the wider staff team. Full implementation August 2016 Additional core numeracy resources purchased to support the Numeracy Framework.</p>
20%	40%	60%	80%	100%				
<p>Staff will attend all Authority Numeracy Training Sessions throughout the year.</p>	<p>HT/PT</p>	<p>September 15 Onwards</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	
20%	40%	60%	80%	100%				





<p>Purchase resources to support practical numeracy activities.</p>		<p>January 2016</p> <table border="1" data-bbox="1256 264 1594 293"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>Now have an Early Level Numeracy Leader as well as a Numeracy Leader for 1<sup>st</sup> to 3<sup>rd</sup> Level. Staff have continued to attend Authority Numeracy CLPL. – April 2016</p> <p>Staff have attended all Numeracy CLPL this session.</p> <p>Resources purchased to support active learning/practical numeracy – January 2016</p> <p>Core Texts purchased for First and Second Level Numeracy – January 2016</p> <p>CT released from class to research and develop resources for Early Level Numeracy. January 2016 onwards (half day per week)</p>					
20%	40%	60%	80%	100%									
<p>Develop a Literacy Policy and Literacy Progression Framework in line with current good practice, guidance from the authority and national advice. Working Group to support this.</p> <p>Purchase resources to support Handwriting, Spelling and Grammar.</p>	<p>DHT/Literacy Leader</p>	<p>Dec 15</p> <table border="1" data-bbox="1256 807 1594 836"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table> <p>Sept 15</p> <table border="1" data-bbox="1256 1222 1594 1251"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table> <p>Sept 15 Ongoing</p>	20%	40%	60%	80%	100%	20%	40%	60%	80%	100%	<p>Working Group Set up – August 2015 Meetings ongoing.</p> <p>Research + consulting National Advice + Significant aspects of Learning – September 2015</p> <p>Audit of existing practice and literacy environments – October 2015</p> <p>Started work on Strategy /Framework – Oct 2015</p> <p>Authority Literacy Strategy shared with whole team – February 2016 This will further inform School Strategy</p> <p>Core resources purchased – Sept 2015 Draft Raising Attainment Strategy + Literacy Progression Framework – completed April 2016. The Working Group have still to share this with the wider staff team.</p>
20%	40%	60%	80%	100%									
20%	40%	60%	80%	100%									



<p>Literacy Leader to attend Clackmannanshire Challenge CLPL. Staff to attend all Authority CLPL linked to challenge + literacy training and support in school.</p>		<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>Reading Wise Pilot Set up – January 2016 Read Write Inc Training – February 2016 Staff attended all authority training to date.  Literacy Leader and staff have attended all Literacy CLPL Sessions.</p>					
20%	40%	60%	80%	100%									
<p>Develop our Curriculum Rationale.  Consult with parents on the Open Evening and gather responses re: Key Questions related to Knowledge, Skills and Attributes, Opportunities, Vision, Aims and Mission Statement  Staff will review current practice, engage with the Curriculum Rationale Toolkit and evaluate and update our 'Contexts for Learning' Curriculum.  Develop a Contexts for Learning Programme P1 – P7  Staff, Pupils and Parents will review and update our school values to ensure we are ambitious for our learners.</p>	<p>HT Staff, Pupils and Parents  DHTs  Senior ECE   HT Staff Group     HT DHTs Staff</p>	<p>March 2016  September 2015  September 2015  March 2016  <table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>  May 2016     <table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table> </p>	20%	40%	60%	80%	100%	20%	40%	60%	80%	100%	<p>Consultation with staff and parents – September 2015  Pupil Consultation – November 2015    Staff Development Day on Curriculum Rationale in November 2015. (Focus on our 'uniqueness' and local context) Literacy – Numeracy- HWB + Contexts for Learning.  Agreed focus for part of the Contexts Programme. Nov 2015  New Context for January introduced 2016  Complete review – and planning for Contexts over the year. – February 2016  SMT and group will review to ensure, breadth, depth, balance etc. To be shared 30<sup>th</sup> March. Overview for year to be shared at the end of March.  Full programme will then be drawn up.</p>
20%	40%	60%	80%	100%									
20%	40%	60%	80%	100%									



			Contexts for Learning Overview Completed – March 2016 Full guidance to be completed
<p>The ICT working group will reconvene to review progress to date and develop an ICT Skills Progression Framework. This will include internet safety in line with latest use of, and trends in technology.</p> <p>Set up Twitter</p> <p>Establish a new school website</p>	<p>PT Working Group</p> <p>PT</p> <p>PT</p>	<p>April 2016</p> <p>September 15</p> <p>November 15</p>	<p>Work commenced – October 2016</p> <p>Draft almost complete. January 2016</p> <p>Few tweaks to be made, i.e. introduction/rationale</p> <p>Twitter set up September 2015</p> <p>Website under construction from October 2015 onwards.</p> <p>Still to go live</p> <p>Cards designed and distributed to parents to promote this – February 2016</p>



<p>The Science working group will reconvene to review progress to date, building on best practice and in line with the school context and national advice, develop guidance and Science Progression Framework.</p>		<p>May 2016</p> <p>20% 40% 60% 80% 100%</p>	<p>Working Group reconvened to review work to date and audit practice – January 2016</p> <p>Framework almost completed . Core progression complete. Need to add some additional guidance.</p>
<p>An audit will be carried out to review staff expertise, practice, resources and progress towards implementing 1+2 French. Short Term Working Group will be set up.</p> <p>Guidance will be drawn up to support learning and teaching in French from Nursery to P7</p>	<p>HT Working Group</p>	<p>January 16 onwards</p> <p>20% 40% 60% 80% 100%</p>	<p>1+2 Audit carried out – October 2015</p> <p>1 x Class Teacher attending Flame Training - Oct 2015 onwards</p> <p>Draft Guidance for 1+2 (French Modern Language Teaching is completed). Still to be shared with the wider staff team. HT received very positive feedback from the 1 + 2 Development Officer. This will be implemented in August 2016. This will ensure a consistent approach to teaching French across the School.</p>
<p><b>Training/Resource Needs</b></p> <p>Literacy Leader to attend Train the Trainer CLPL linked to the Clackmannanshire Attainment Challenge.</p> <p>Literacy Leader to support and deliver CLPL in school.</p> <p>All staff to attend in house and authority CLPL in numeracy and literacy throughout the session.</p> <p>P1 Teachers to attend POLAAR Training</p> <p>Staff will engage in professional dialogue</p> <p>Make links with Fiona Moffat re: supporting teachers and nursery staff.</p> <p>HT to liaise with Fiona re QA French Guidance</p> <p>Additional French resources to support the programme will be available on Staff share.</p>			



## Abercromby Primary School: Education Scotland Follow-up Action Plan

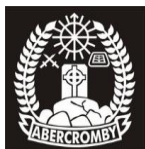
<b>ES Recommendation</b> Ensure that all leaders have clear remits for improvement				
<b>Expected Outcomes</b> Staff will have a clear understanding of roles and responsibilities at strategic level and within the classroom and learning environment. We will promote a culture where a collective vision for development and improvement is shared and understood by all members of the school community, where there are opportunities for leadership at all levels. Individuals, teams and working groups will channel initiatives into actions which then impact positively on learners. Class teachers will lead learning with a clear focus on improving outcomes for all (pedagogical leadership) Teachers will further develop their capacity to lead colleagues to achieve change through leading working groups and professional learning.				
To review and update strategic roles and responsibilities of SMT, PTs and Senior EYP.	HT 20%   40%   60%   80%   100%	August 2015	Reviewed and confirmed – September 2015	
Identify a Numeracy Leader who will take a lead role in developing numeracy across the school and nursery class through leading a working group, building capacity within staff through support and CLPL.  The Numeracy Leader will also work with the HT to develop a Numeracy Policy and Numeracy Progression Framework.	HT 20%   40%   60%   80%   100%  HT/PT Working Group 20%   40%   60%   80%   100%	August 2015  December 2015	Numeracy Leader identified - August 2015  Numeracy Leader supporting some colleagues and building capacity – October 2015  As previously stated. – Draft Strategy Completed.	
A P1 Class Teacher and Early Years Teacher and an EYP will undertake the Supporting Numeracy Module at Strathclyde. (Masters Accredited) Following this CLPL, they will lead CLPL in Early Level Numeracy in the school and nursery class. This will also be shared with other practitioners in the school.	HT 20%   40%   60%   80%   100%	Oct 15 – Jan 16	2 X teachers completed the Numeracy Module - January 2016.  2 x teachers focusing on Early Level – supporting the Strategy through the Working Group	
Identify a Literacy Leader who will take a lead role in developing literacy across the school and nursery class through leading a	DHT	August 2015	Literacy Leader identified – August 2015	



<p>short term working group, attending Literacy CLPL (train the trainer) linked to the Clackmannanshire Challenge, build the capacity of others through support and delivering CLPL.</p> <p>The Literacy Leader will work with the DHT to develop a Literacy Policy and Literacy Progression Framework.</p>	<p>DHT Working Group Literacy Leader</p> <table border="1" data-bbox="1021 483 1355 512"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%		<p>As previously stated Early Level Numeracy Leader identified – April 2016</p>
20%	40%	60%	80%	100%				
<p>Identify a Leader to take forward a Growth Mindset approach across the school and nursery class.</p> <p>This class teacher will lead a working group which will be tasked with drawing up a plan to develop this approach with learners, staff and parents.</p>	<p>DHT Growth Mindset Leader</p> <table border="1" data-bbox="1021 699 1355 727"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>August 2015 Ongoing</p>	<p>Working Group set up – August 2015</p> <p>Action Plan created – September 2015</p> <p>Resources purchased – October 2015</p> <p>Raising awareness of Growth Mindset – Pilot in some classes – October 2015</p> <p>Parents informed – P3 SDQ data collected – October/November 2015</p> <p>Working Group created resources/packs for teachers. Distributed – January 2016</p> <p>Growth Mindset Assembly Launch – January 2016</p> <p>Growth Mindset well developed across the school. Shared understanding – pupils developing more of a ‘can do’, ‘try my best’ approach to learning. Growth Mindset visible in all classrooms and in open areas and corridors.</p>
20%	40%	60%	80%	100%				
<p>Staff and pupils will review and update pupil forums in the school with a view to developing a programme where pupils engage in activities on Friday afternoons where learners are supported in developing their leadership skills through various forums including developing skills for enterprise, life and work.</p>	<p>HT</p>	<p>Oct 2015</p>	<p>Strategic Group Formed – December 2015</p> <p>Other sub groups identified</p> <p>Additional members to be elected</p>					



<p>New forums will be set up to replace the Eco Group and Pupil Council. The Eco Team will have sub groups with a specific focus. There will be a whole school wide approach.</p> <p>There will be a new pupil strategic forum which will have a number of sub groups with specific responsibilities.</p> <p>Staff will lead the various forums and work alongside pupils.</p>	<p>HT</p> <table border="1" data-bbox="1025 448 1361 475"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>November/Dec 2015</p>	
20%	40%	60%	80%	100%				
<p>Create further opportunities for Pupil leadership and collaborative working through setting up a new House system.</p>	<p>PT</p> <table border="1" data-bbox="1025 555 1361 582"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>September 2015</p>	<p>New House System established – October 2015 New House Logo Competition – October 2015 House Chant Competition – October 2015</p>
20%	40%	60%	80%	100%				
<p>Introduce class assemblies, where pupils take the lead role in planning and presenting their assembly.</p>	<p>Pupils</p> <table border="1" data-bbox="1025 671 1361 699"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<p>Oct 15 – June 16</p>	<p>Ongoing from September 2015 – All classes timetabled to lead Assemblies throughout the year.</p>
20%	40%	60%	80%	100%				
<p><b>Training/Resource Needs</b>            Literacy Leader to attend Clackmannanshire Challenge Train the Trainer events. Clackmannanshire Attainment Challenge.            Numeracy Leader to attend Numeracy Train The Trainer events.            2 Teachers to undertake the Masters Supporting Numeracy Module at Strathclyde University            Collaborative working in teams.            Growth Mindset Training and support from Sonia Grant</p>								



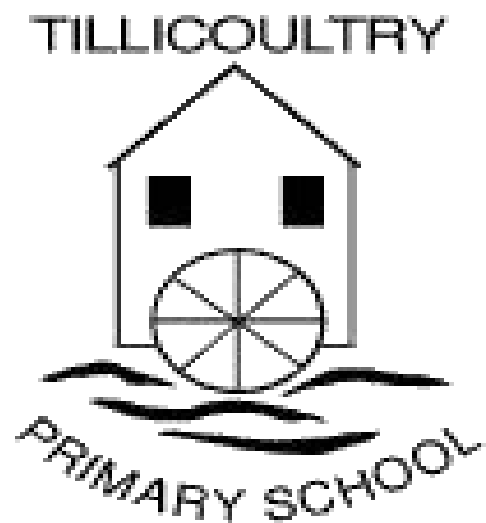
## Abercromby Primary School: Education Scotland Follow-up Action Plan

<p><b>ES Recommendation</b> Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.</p>								
<p><b>Expected Outcomes</b> Develop a culture where staff, pupils, parents and partners are proactive and productive in securing well-paced improvements. Rigorous and robust monitoring and tracking will secure improvements in learning and teaching and ensure that there is a consistent approach across the school. Staff and pupils will be skilled at self-evaluation and able to articulate next steps.</p>								
Key Actions	Personnel Responsible	Timescale	Impact					
Establish a Professional Focus Group of nursery staff to engage in dialogue about the key messages of Building the Ambition and agree a shared vision for quality provision.	Senior EYP DHT  <table border="1" style="width: 100%; text-align: center;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	August 15 Ongoing	Establish a Building the Ambition steering group to identify key priorities – October 2015  * 1 EYP sharing good practice and guidance to increase staff confidence - October 2015  All staff attend BtA roadshow – November 2015
20%	40%	60%	80%	100%				
Rigorous QA Calendar will be further developed to include regular learning visits, sampling work, learning walks, peer observations and pupils focus groups.  Targets set following learning visits will be followed up rigorously.	HT  <table border="1" style="width: 100%; text-align: center;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	Sept 15 Ongoing	As previously stated – September 2015 onwards
20%	40%	60%	80%	100%				
Staff Training – Revisit Assessment is for Learning + Quality Learning Intentions and Success Criteria.	DHT  <table border="1" style="width: 100%; text-align: center;"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	Dec 15 Ongoing	Collegiate Session with Debra Coan – Dec 2015  Staff attended
20%	40%	60%	80%	100%				









Tillicoultry Primary

School Improvement Planning

Session 2015- 2016

(Evaluated April 2016)

## **Mission statement**

At Tillicoultry Primary School our main purpose is to enhance children's quality of learning through the effective and efficient delivery of the curriculum. We try to provide a range of educational and social experiences appropriate to the age, abilities and needs of our pupils. The context for this caring development is a positive climate where all pupils feel valued and encouraged to develop to their maximum potential. We have consistently high expectations and match these with high quality teaching strategies and resources. We are committed to the philosophy of continuous improvement of every aspect of the school's work life and believe in positive partnership with parents and outside agencies for the benefit of individual child and the school community.

## **Consultation**

Children, staff and parents/carers have taken part in ongoing consultation. Their views were taken into consideration in the compilation of this planning:

- Children – class discussions, pupil voice meetings
- Staff – regular staff meetings, professional dialogue, self- evaluation of school priorities
- Parents/carers – feedback from parents nights, questionnaires, Parent Council, Nursery Cup O'Chat

Here are examples of feedback –

<u>Group</u>	<u>What is good about the school</u>	<u>What could be done to make it better</u>
<u>Children</u>	Class trips Feel safe Pupil groups Recognising achievement Lots of space	More playground equipment Opportunities to learn outside More bins
<u>Staff</u>	Positive ethos Well behaved and polite children High expectations Parents are becoming more involved in the life and work of the school Headteacher's leadership Increased leadership opportunities – PTs, CTs, Pupils Staff are valued and listened to	Develop assessment procedures Continue to share practice in and out of school Continue to develop our understanding of the curriculum and different pedagogies
<u>Parents/carers</u>	Community spirit Prefect system Class assemblies Communication Trips this year Staff are approachable Children are valued	More playground equipment More notice about school events

## Strategic Plan

<b>What do we want to achieve? (Strategic Priority)</b>	<b>What will be the impact for learners?</b>	<b>How will we know we have achieved it? (Success Criteria)</b>	<b>Planned Actions</b>	<b>Evaluation</b>
<p><b>To raise attainment and promote achievement with a specific focus on Health and Wellbeing</b></p> <p>1.To develop greater knowledge and understanding of the wellbeing indicators for staff and learners.</p>	<p>Learners will understand what they need in order to thrive and will be aware of the role they play in ensuring the health and wellbeing of their peers.</p>	<p>All learners will be able to describe the wellbeing indicators and be able to state what they mean for them.</p>	<p>Whole school Focus Fortnight to raise awareness of wellbeing indicators to all pupils across the school.</p> <p>All pupils contribute to hall/class displays.</p> <p>All pupils engage in learning opportunities which focus on one specific wellbeing indicator each month to further develop K&amp;U of SHANARRI</p>	<p>Most children across the school can discuss the wellbeing indicators and their responsibility linked to these.</p> <p>As a result, a group of learners created a school charter which is linked to the wellbeing indicators. This is now displayed and referred to throughout the school.</p> <p>All staff have increased knowledge of indicators as evidenced in IAF.</p>
<p><b>To raise attainment and promote achievement with a specific focus on Health and Wellbeing</b></p> <p>2.To develop staff and learner awareness of Growth Mindset</p>	<p>Learners will display increasing ability to challenge their thinking and learning and will present with a “can do” attitude.</p>	<p>Learners will be able to talk positively about making mistakes and will recognise the role that mistakes play in learning.</p>	<p>All members of the school community to participate in a learning event to launch the science of Growth Mindset led by Sonia Grant.</p> <p>Principles of Growth Mindset developed across the school</p>	<p>All learners are aware of the Growth Mindset and the “power of yet”.</p> <p>This work will be further developed in 2016/2017 as part of the Learning Community Plan.</p>

<p><b>To raise attainment and promote achievement with a specific focus on Health and Wellbeing</b></p> <p>3.To develop a shared understanding of the vision and values of Tillicoultry PS</p>	<p>Learners will have a clear understanding of the purpose and structure of learning at Tillicoultry PS</p>	<p>The rationale will be referred top and discussed by staff and learners and will be visible to the whole school community.</p>	<p>Undertake consultation with learners, staff and parents</p> <p>Use these to create draft rationale</p> <p>Share with pupils , staff and parents/carers</p> <p>Finalise rationale</p> <p>Launch and display this rationale in school</p>	<p>Rationale and visual representation agreed.</p> <p>Launch planned for Term 4 at school assembly.</p> <p>Learners to produce parental leaflet to be shared with whole school community by June 2016.</p>
<p><b>To raise attainment and promote inclusion and equity with a specific focus on Health and Wellbeing</b></p> <p>4.All learners will belong to a learning group.</p>	<p>Learners will be given opportunities to take on leadership roles across a number of learning groups.</p> <p>Learners will develop enterprising skills, problem solving skills and there will be increased opportunities for learner voice to influence practice.</p>	<p>Feedback from learners will evidence the impact of Learning Groups</p>	<p>Develop focus groups across the school.</p> <p>Children lead the learning</p>	<p>This has been a very successful learning opportunity.</p> <p>There are now 13 learning groups in operation.</p> <p>Termly sharing of work undertaken led by learners.</p> <p>Wall displays present learning.</p> <p>Evaluations by learners and staff to be carried out in Term 4.</p>
<p><b>To raise attainment with the specific focus of Literacy and Language</b></p> <p>1.To raise attainment for all learners within reading.</p>	<p>Learners will develop greater confidence, fluency and comprehension within reading.</p>	<p>Evidence of improved attainment through CEM assessments and NGRT assessments.</p> <p>Evidence of improvement through Impact meeting records with teaching staff</p>	<p><u>Reading</u></p> <p>Audit current practice on teaching of reading.</p> <p>Develop collective understanding of the teaching of reading.</p> <p>Develop a common and coherent approach to the teaching of reading.</p> <p>Review and evaluate current resources.</p> <p>Use Blooms Taxonomy to develop further use of higher order questions in reading</p> <p>Develop a curriculum pathway for reading.</p>	<p>CLPL undertaken by all school staff on the principles of Reciprocal Reading.</p> <p>Procedures in place from P4 – P7.</p> <p>Higher Order Thinking philosophy in place across all stages in school.</p> <p>Curriculum Pathway in place for Reading introduced in February 2016.</p>

<p><b>To raise attainment with the specific focus of Literacy and Language</b></p> <p>1.To develop learner experience of languages through developing French in P1</p>	<p>Learners in Primary 1 will begin to develop their knowledge of French language in everyday use.</p>	<p>Learners in Primary 1 will be able to:</p>	<p>Review the current practice in languages Introduce 1+2 approach in to P1 Relevant staff to undertake Learning Community training in 1 + 2</p>	<p>Primary 1 teacher trained in 1+2 and shared approach and principles with stage partner.</p> <p>Approach being developed across two P1 classes.</p> <p>Plans are in place to develop this approach in Early and First levels next session.</p>
<p><b>To raise attainment through the development of a consistent approach to assessment and tracking progress.</b></p> <p>1.To develop staff confidence and ability in tracking the attainment of all learners.</p> <p>2.To ensure that learning intentions and success criteria are embedded in all lessons to facilitate learner reflection.</p>	<p>Learning experiences and attainment will be enhanced through targeted support when required.</p> <p>The SMT will have a clear understanding of the whole school overview of attainment in literacy and numeracy</p> <p>Learning Intentions and Success Criteria embedded in practice</p> <p>Children will develop skills to reflect and assess their own learning and recognise their achievements.</p>	<p>All teaching staff will be able to clearly articulate the progress which learners are making.</p> <p>There will be Tracking evidence records for year to year and year on year tracking.</p> <p>Class observations will evidence the presentation of learning intentions and success criteria.</p>	<p>All teaching staff to be involved in the completion of Local Authority tracking and monitoring sheets.</p> <p>Professional Development to reinforce good practice in sharing Learning Intentions and Success Criteria</p> <p>Introduce targets for all learners through learning journals</p>	<p>SMT have a clear understanding of the progress of individual learners and cohorts.</p> <p>As a result of the analysis of assessments and professional judgements, interventions are identified and put into place as appropriate.</p> <p>In the majority of classes, observations evidence clear LIs and SC.</p> <p>Some staff are developing the inclusion of skills in success criteria.</p> <p>This focus will be continued next session</p>
<p><b>To raise attainment with a specific focus on Learning and Teaching</b></p> <p>1.To review and enhance the approach to outdoor learning</p>	<p>Learners will develop their understanding of learning beyond the confines of the classroom.</p>	<p>All teaching staff will undertake CLPL on Outdoor Learning.</p> <p>Outdoor learning opportunities will be evidenced in teacher planning.</p>	<p>SMT to identify Outdoor Learning CLPL for staff Staff to indicate outdoor learning experiences on planning</p>	<p>Term 4 plans evidence at least one learning experience which will be taken outdoors.</p>