
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)


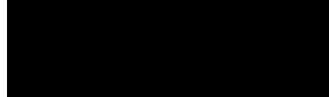
11.0 Background Papers

- 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)

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Approved by

NAME	DESIGNATION	SIGNATURE
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>ES Recommendation Meet all children's learning needs in classes</p>													
<p>Expected Outcomes 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>										



<p>that plans and not over-lengthy and focus on quality learning experiences, 'quality over quantity'. Consider the purpose of long term and weekly plans.</p> <p>Develop a team approach to planning.</p> <p>Ensure that children are more involved in planning.</p> <p>Staff will ensure that active learning features regularly in planning and that more use is made of the outdoors space, local and wider environment to enhance learning and teaching experiences.</p>		<p>Oct 15 onwards</p> <p>20% 40% 60% 80% 100%</p>	<p>New Planning Formats for Contexts for Learning agreed – Nov 2016</p> <p>New Contexts for Learning Plans implemented – January 16</p> <p>New Pupil Planners agreed – November 16 New Pupil Planners – implemented - January 2016</p> <p>Planning Meetings with SMT introduced – January 2016. Planning Meeting Proformas introduced and shared January 2016 Planning Meetings planned for May 2016 Pupils are now more actively involved in their planning.</p> <p>November 2015 - (Curriculum Rationale Focus) Much more use is being made of the outside environment to enhance Learning and Teaching. + community partners. Playground, local and wider environment. Photographic evidence /shared on twitter This is now an expectation and is discussed at Planning Meetings. Continue to make very good use of outside space.</p>
<p>Devise and implement guidance on Classroom Organisation and Display .</p>	<p>HT</p>	<p>Sept 15</p> <p>20% 40% 60% 80% 100%</p>	<p>Guidance issued – September 2015</p> <p>SMT continue to support and advise staff on classroom display as required.</p> <p>Attractive displays in the Foyer and Corridors. Positive feedback from visitors to the school.</p>
<p>Make more use of information from InCAS and other assessment by increasing staff's awareness, understanding and use of this information and engaging in dialogue.</p>	<p>DHT</p>	<p>Oct 15 Ongoing</p>	<p>Class Teacher/DHT analysis of PIPS and Incas – October/November 2015</p> <p>Formed part of discussion at Tracking Meetings – Jan 16</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>Training/Resource Needs</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

ES Recommendation

Develop the leadership of the curriculum to raise attainment and ensure that all children make suitable progress in all aspects of learning.

Expected Outcomes

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.

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="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%	<p>Working Group set up August 2015</p> <p>Audit of current practice September 2016</p> <p>Research/Consultation/Staff Development – National Advice – October 2015 Onwards.</p> <p>Lead Numeracy/HT group members start work on numeracy framework November 2015 Draft Raising Attainment in Numeracy Strategy completed (Early – 2nd) Working on 3rd 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</p> <p>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="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%	<p>Additional core numeracy resources purchased to support the Numeracy Framework.</p>
20%	40%	60%	80%	100%				



<p>Purchase resources to support practical numeracy activities.</p>		<p>January 2016</p> <table border="1" data-bbox="1256 268 1594 296"> <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 1st to 3rd 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 810 1594 839"> <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 1225 1594 1254"> <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 30th 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> <table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table> <p>September 15</p> <table border="1"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table> <p>November 15</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%	20%	40%	60%	80%	100%	20%	40%	60%	80%	100%	<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>
20%	40%	60%	80%	100%														
20%	40%	60%	80%	100%														
20%	40%	60%	80%	100%														



<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> <table border="1" data-bbox="1256 268 1594 296"> <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 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>
20%	40%	60%	80%	100%				
<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> <table border="1" data-bbox="1256 577 1594 606"> <tr> <td>20%</td> <td>40%</td> <td>60%</td> <td>80%</td> <td>100%</td> </tr> </table>	20%	40%	60%	80%	100%	<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>
20%	40%	60%	80%	100%				
<p>Training/Resource Needs</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

ES Recommendation			
Ensure that all leaders have clear remits for improvement			
Expected Outcomes			
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="1019 483 1357 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="1019 699 1357 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>					

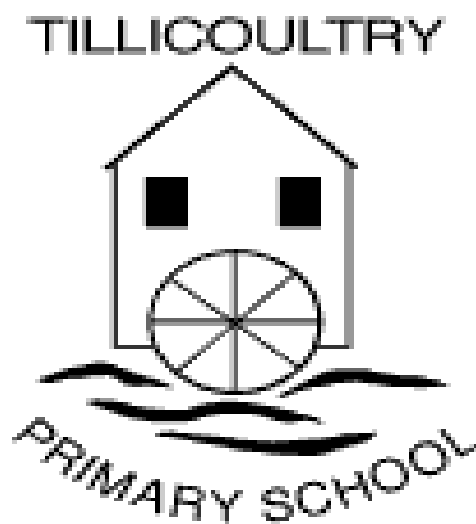


<p>New forums will be set up to replace the Eco Group and Pupil Council. The Eco Team will have sub groups with a specific focus. There will be a whole school wide approach.</p> <p>There will be a new pupil strategic forum which will have a number of sub groups with specific responsibilities.</p> <p>Staff 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>Training/Resource Needs 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>ES Recommendation Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.</p>								
<p>Expected Outcomes 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

What do we want to achieve? (Strategic Priority)	What will be the impact for learners?	How will we know we have achieved it? (Success Criteria)	Planned Actions	Evaluation
<p>To raise attainment and promote achievement with a specific focus on Health and Wellbeing</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&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>To raise attainment and promote achievement with a specific focus on Health and Wellbeing</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>To raise attainment and promote achievement with a specific focus on Health and Wellbeing</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>To raise attainment and promote inclusion and equity with a specific focus on Health and Wellbeing</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>To raise attainment with the specific focus of Literacy and Language</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>To raise attainment with the specific focus of Literacy and Language</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>To raise attainment through the development of a consistent approach to assessment and tracking progress.</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>To raise attainment with a specific focus on Learning and Teaching</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>