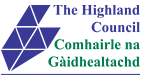
******SCHOOL IMPROVEMENT PLAN**

**SESSION 2019/20**

## **Summary: Key School Improvement Priorities**

|  |  |
| --- | --- |
| **Improvement Priority Title** | **What exactly are we going to do?** |
| Raising attainment in writing. | Develop a whole school approach in writing to raise attainment for all learners. Develop early literacy opportunities in ELC. |
| Develop a nurturing/restorative approach to positive relationships. | Implement ‘Positive Relationships’ policy created following consultation throughout 18/19 session. Develop principles of nurture throughout school and ELC, building on success of Nurture Room: The Bothy. Introduce a Restorative approach based on Pivotal Education training. |
| Digital learning | Develop awareness of digital citizenship for all learners. Ensure chromebook and tablet devices are fully utilised to enhance learning. |
| ASG Priority: 1+2 Spanish | Introduce Spanish as Language 3 for Primary 5, starting a 3 year cycle of full implementation. (Replacing Mandarin provided through Confucius Hub) |

## In-depth action plan #1

|  |  |
| --- | --- |
| Raising attainment in writing | |
| **2.3 Learning and Teaching** **3.2 Raising, attainment and achievement** | |
| **Linked to National Improvement Framework Priority**  * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵** | |
| **What difference will it make for learners?**   * Raised attainment in writing for all learners. * Increased motivation to engage in writing. * Consistency across practice in school. * Developmental approach in nursery to enhance early skills. * Specific focus on spelling through introduction of ‘Wraparound Spelling’ specifically to close the attainment gap. | |
| **Success criteria**   * Children will achieve benchmarks at their appropriate level. This will be evident through SPP judgements, SNSA results and classwork. * Pupil feedback will show increased engagement. * Developmental overviews will evidence impact in nursery as well as feedback from staff, parents/carers and EYESO. * Moderation at school and ASG level will support teacher judgements. | |
| **What exactly are we going to do?**  * Share current good practice in writing. * Increase frequency of writing to daily opportunities. * Whole staff training from Anne Glennie at September in-service day using new approach ‘The Story Kitchen.’ * Utilise new literacy trackers to measure and track progress. * Moderate at school and ASG level. * Developmental approach in nursery to enhance early skills, implementing emerging literacy training and Words Up/SLT training from 18/18 session. * PEF Literacy Development Officer to support implementation of ‘Wraparound Spelling.’ * PEF teacher employed (0.5 contract) to support above initiatives. * PEF PSA employed (0.2 contract) to continue current initiatives ‘Teddy Talk’, ‘Talk Boost’ and ‘Big Bear Banter’ aimed at talking and listening, particularly for EAL learners. | **Who will lead this?**  Emma MacCallum (HT)  PT (to be appointed)  PEF teacher |
| **Staff wellbeing and pastoral support implications**  Time allocated in collegiate calendar and inset days for training and moderation. PEF teacher to take responsibility for tracking impact. | |
| **Creativity opportunities:**  **open-mindedness  problem-solving  curiosity  and imagination** | |
| **Expected resource needs**  Whole staff training – Anne Glennie ‘Story Kitchen’ - £850  PEF Literacy Development Officer - £3105  PEF teacher - £28,483  PEF PSA - £4291 | |

## In-depth action plan #2

|  |  |
| --- | --- |
| Develop a nurturing/restorative approach to positive relationships. | |
| **3.1 Ensuring wellbeing, equality and inclusion.** | |
| **Linked to National Improvement Framework Priority**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵** | |
| **What difference will it make for learners?**   * Children will feel safe and secure in the school environment. Children will feel respected and will respect one another. * Children in our ELC setting will feel safe and nurtured. | |
| **Success criteria**   * Consequence cards will be tracked and monitored by SMT to see impact on positive behaviour choices. * Consistency across school in sustaining positive relationships. * Staff in our ELC setting will focus on developing nurturing approaches and consider adaptations to the environment taking in to account the extended hours children will be present in the setting. | |
| **What exactly are we going to do?**   * Whole staff training from Pivotal Education at September in-service day focusing on restorative conversations. * Staff copies of Paul Dix book purchased in advance of training. * Implement new ‘Positive Relationships’ policy created in May 2019 from prior consultation with staff, parents and children. * Continue Nurture provision in ‘The Bothy’ but share practice and extend approach across school considering staff and environment. * ELC provision will focus specifically on nurturing approaches for children and families. | **Who will lead this?**  **Emma MacCallum (HT)**  **SMT to support** |
| **Staff wellbeing and pastoral support implications**  Time allocated in collegiate calendar and inset days for training and sharing practice. SMT to closely support. | |
| **Creativity opportunities:**  **open-mindedness  problem-solving  curiosity  and imagination** | |
| **Expected resource needs** Whole staff training – Pivotal Education £1685 | |

## In-depth action plan #3

|  |  |
| --- | --- |
| Digital Learning | |
| **2.3 Learning and Teaching** **3.2 Raising, attainment and achievement** | |
| **Linked to National Improvement Framework Priority**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵** | |
| **What difference will it make for learners?**   * Children will have an increased awareness of online safety. * Children will learn how to be a responsible digital citizen. * Digital technology, chromebooks and tablets specifically, will be used to enhance learning in all curricular areas. | |
| **Success criteria**   * Children will be able to discuss how to stay safe online and contribute to a safe environment through being a responsible digital citizen and will demonstrate this through their conduct. * Staff confidence in planning for the use of technology will increase and all staff will become familiar with platforms such as ‘Google Classroom.’ | |
| **What exactly are we going to do?**   * Allocate collegiate time to explore digital resources e.g ‘Google Classroom.’ * Incorporate digital citizenship into curriculum. | **Who will lead this?**  **DHT/PT to be decided when both posts are appointed.**  **Emma MacCallum (HT) to support.** |
| **Staff wellbeing and pastoral support implications**  Time allocated in collegiate calendar and inset days for training. | |
| **Creativity opportunities:**  **open-mindedness  problem-solving  curiosity  and imagination** | |
| **Expected resource needs**  Focus on utilising current resources. | |

## **Pupil Equity Fund Proposal**

|  |  |  |  |
| --- | --- | --- | --- |
| LITERACY/POSITIVE RELATIONSHIPS | | | |
| **2.3 Learning and Teaching** **3.1 Ensuring wellbeing, equality and inclusion****3.2 Raising, attainment and achievement** | | | |
| **Summary of key approaches**   * **Attainment** * **Attendance** * **Inclusion/exclusion** * **Participation** * **Engagement**   **Summary of Key Areas**   * **Literacy** * **Numeracy** * **Health and wellbeing**   **Linked to National Improvement Drivers School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵** | | | |
| **Link to In-depth action plan:**  #1 – Raising attainment in literacy  #2 – Develop a nurturing/restorative approach to positive relationships. | | | |
| **What difference will it make for learners?**   * Raise attainment in writing for all learners. * Increase motivation to engage in writing. * Consistency across practice in school. * Developmental approach in nursery to enhance early skills. * Specific focus on spelling through introduction of ‘Wraparound Spelling’ specifically to close the attainment gap. * Children will feel safe and secure in the school environment. Children will feel respected and will respect one another. | | | |
| **Success criteria**  * Children will achieve benchmarks at their appropriate level. This will be evident through SPP judgements, SNSA results and classwork. * Pupil feedback will show increased engagement. * Developmental overviews will evidence impact in nursery as well as feedback from staff, parents/carers and EYESO. * Moderation at school and ASG level will support teacher judgements. * Consequence cards will be tracked and monitored by SMT to see impact on positive behaviour choices. * Consistency across school in sustaining positive relationships. * Staff in our ELC setting will focus on developing nurturing approaches and consider adaptations to the environment taking in to account the extended hours children will be present in the setting. | | | |
| **What exactly are we going to do?**   * Whole staff training from Anne Glennie at September in-service day using new approach ‘The Story Kitchen.’ * PEF Literacy Development Officer to support implementation of ‘Wraparound Spelling.’ * PEF teacher employed (0.5 contract) to support above initiatives. * PEF PSA employed (0.2 contract) to continue current initiatives ‘Teddy Talk’, ‘Talk Boost’ and ‘Big Bear Banter’ aimed at talking and listening, particularly for EAL learners. * Whole staff training from Pivotal Education at September in-service day focusing on restorative conversations. | | **Who will lead this?**  Emma MacCallum (HT)  SMT (DHT and PT to be a ppointed)  PEF teacher  PEF Literacy Development Officer  ‘Wraparound spelling’ training to be delivered by PEF development officer August inset. Lessons modelled in September. Further feedback session planned for November inset.  ‘Story Kitchen’ training to be delivered on September inset. Support from PEF development officer at November inset and January CAT session.  PEF development officer and PEF teacher scheduled to meet in September.  ‘Pivotal Education’ training to be delivered on September inset. | |
| **Additional Hrs (School/Ext) – linked to existing posts – WFP to arrange a temp amendment to contract** | **Intervention(s)**  0.2 PSA - £4291 | | **Plan £**   * **£4,291** |
| **Additional posts (School/Ext) – Submit ATR as soon as your EQIM has given support** | **Intervention(s)**  0.5 Teacher - £28483 | | **Plan £**   * **£28,483** |
| **Partner Services**  **Must be on the 3rd Sector Register – potential for them to be added check with Clearing Group** | **Intervention(s)**  Story Kitchen - £850  Pivotal Education - £1685 | | **Plan £**   * **£2535** |
| **Highland Council Support** | **Intervention(s)**  PEF Literacy Development Officer - £3105 | | **Plan £**   * **£3105** |
| **Resources/**  **Equipment/**  **Materials**  **Use Integra only and be aware of procurement procedures and financial regulations** | **Intervention(s)** | | **Plan £** |
| **Totals (annual)** | **PEF ALLOCATION:**  **£38, 400** | | **£38, 414** |
| **Staff wellbeing and pastoral support implications**  **Time allocated in collegiate calendar** | | | |
| **Creativity opportunities:**  **open-mindedness  problem-solving  curiosity  and imagination** | | | |

## Monitoring and evaluation procedures for the School Improvement Plan

|  |
| --- |
| **How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?**  1. Attainment in writing measured through SNSA, SPP and writing pieces (moderated by school staff and ASG.) 2. Attainment in spelling measured by PEF teacher through baseline assessments. 3. Talking and listening – ongoing ‘TalkBoost’ assessments carried out termly by ASN staff. 4. Positive relationships – SMT to monitor consequence cards and carry out questionnaires to get views of pupils and parents/carers.   **Who will lead this monitoring and evaluation?**   1. Emma MacCallum (HT) 2. SMT 3. PEF teacher 4. PEF literacy developmental officer |