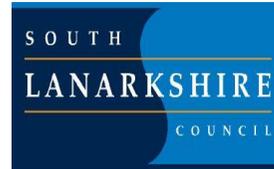


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2017 - 2018

Heathery Knowe Primary School & Nursery Class





**Education Resources
Curriculum and Quality Improvement Service**

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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
Year 1 2017-18	Year 2 2018-19	Year 3 2019-20
<ul style="list-style-type: none"> To raise attainment in literacy, close the attainment gap between the most and least disadvantaged children and increase parental engagement in learning 	<ul style="list-style-type: none"> To raise attainment in numeracy, close the attainment gap between the most and least disadvantaged children and increase parental engagement in learning 	<ul style="list-style-type: none"> Consolidation of work from 2017-19 with an emphasis on evaluating progress over time Implement a consistent approach to the development of skills for learning, life and

<ul style="list-style-type: none">• To review and develop a shared vision and consistent values for our school through a process of consultation with partners leading to the further development of promoting positive relationships and behaviour and a whole school nurturing approach• To develop a consistent approach to gathering data, establish a robust tracking system and develop staff confidence in analysing data in order to monitor and track the progress of all learners	<ul style="list-style-type: none">• To develop a consistent whole school approach to learning logs and develop parental engagement with these• To develop leadership of learning at all levels	work across the school
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		Leadership (Change and Improvement)

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
To raise attainment in literacy, close the attainment gap between the most and least disadvantaged children and increase parental engagement in learning	√	Increase % of children achieving expected levels in reading, writing, talking and listening across all stages Narrow the gap for those children receiving FME and/or in SIMD 1 – 3	Professional dialogue focused on teacher prediction and judgements at identified and agreed points throughout the session Standardised assessments	

		<p>Increased staff awareness and engagement with the principles of family learning</p> <p>Increase % of families engaging with the work of the school and their child's learning</p>	<p>Monitoring demonstrates higher levels of engagement and motivation in all aspects of literacy</p> <p>Staff plan for family learning opportunities as part of practice</p> <p>Parents becoming fully involved in the work of the school</p>	
<p>To review and develop a shared vision and consistent values for our school through a process of consultation with partners leading to the further development of promoting positive relationships and behaviour and a whole school nurturing approach.</p>		<p>All stakeholders fully conversant with the school vision and values</p> <p>Values demonstrated by pupils and staff consistently across the school</p> <p>Increased staff awareness of and engagement with the principles of nurture</p>	<p>High profile of school vision and values</p> <p>Staff demonstrating principles of nurture on a consistent basis</p> <p>Consistent implementation of PPRB policy</p>	
<p>To develop a consistent approach to gathering data, establish a robust tracking system and develop staff confidence in analysing data in order to monitor and track the progress of all learners</p>		<p>Implementation of a robust system to gather and track attainment data which demonstrates attainment over time</p> <p>All staff confident in analysing data and use this to monitor the progress of all learners and inform the planning process</p>	<p>Robust system in place to track attainment data</p> <p>Monitoring demonstrates staff confidence in the analysis of attainment data</p>	

National Improvement Framework Key Priority

- Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

Of our current 272 pupils, 22% live in a home within SIMD 1, 2 or 3. There are 18% in receipt of Free School Meals. These children are present in all stages and classes although there is a higher proportion in this year's P1, P2 and P5 classes. We are aware as a school that the SIMD data for East Kilbride can be misleading due to the fact that it is a new town with new housing. We are also aware that there are families of children in our infant classes who do not claim their free meal entitlement. Therefore, our analysis uses intelligence beyond raw data and we encourage an individualised approach to identifying children who will be the focus of our Pupil Equity Fund Interventions.

In terms of the attainment gap, children are less likely to meet expected Cfe levels within this group across every category. A careful analysis of figures shows that children in receipt of Free School Meals are significantly underperforming, with some of the biggest gaps identified at the P4 and P7 stage.

We plan to target this gap through our Raising Attainment and Learning and Teaching priorities with a particular focus on literacy. In addition, due to the higher proportion of children in P1 and P2, we intend to start with the infant stages of the school as our main focus.

Evidence suggests that engagement in learning is less evident within some of the children affected by poverty. We will be targeting this gap through our Learning and Teaching priority and the SMT will be using engagement of this group as a measure when carrying out classroom observations.

In terms of other measures of the gap;

We are beginning to track engagement in after school activities and wider school achievements and analyse the link between SIMD and FME in relation to this. In addition, the attendance rates of this group are lower than the rest, 20% of those affected by poverty having attendance below 85% across the year. We plan to target these gaps through our focus on parental engagement.

Project/Priority (details of what you are doing and who you are targeting with additional intervention)	Amount	Details of Spend	How will you provide evidence of impact?
<p>With a focus on children in P1-3, we will close the attainment gap between the most and least disadvantaged through targeted interventions with small groups of specific children focusing on the development of early literacy skills. Staff CPD training and resources to support the NL Literacy pack will be purchased.</p>	<p>£50,000</p>	<ul style="list-style-type: none"> • Literacy Champion enhanced payment - remit focused on the development of reading • 0.3 FTE teacher appointed to target the development of early literacy skills with specific groups of children in P1-3 • Catch Up literacy training for 3 members of support staff • CPD for teaching staff on NL Literacy Pack • Purchase of resources to support the implementation of the NL Literacy Pack targeted at P1-3 	<p>Attainment data will demonstrate increase % of children receiving FME and/or in SIMD 1 – 3 achieving expected levels in reading, writing, talking and listening from P1-3</p> <p>Professional dialogue focused on teacher prediction and judgements at identified and agreed points throughout the session</p> <p>Standardised assessments</p> <p>Monitoring demonstrates higher levels of engagement and motivation in all aspects of literacy</p>
<p>We will increase parental engagement in their childrens learning by providing opportunities for parents and carers to become more involved in the work of the school. Through engagement with a home/school partnership worker, we will build positive relationships and provide workshop opportunities in order to upskill parents in strategies for them to support their childrens learning within the home environment.</p>	<p>£16,000</p>	<ul style="list-style-type: none"> • 0.2 FTE home/school partnership worker to develop parental engagement in learning • Resources to support family learning workshops 	<p>Increase in parents engaging with the work of the school</p>

Strategic Priority 1: To raise attainment in literacy, close the attainment gap between the most and least disadvantaged children and increase parental engagement in learning

National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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Key Actions (How)	*Lead Person	*Timescale	*Comments
Audit North Lanarkshire Spelling resource with all teaching staff	Sarah Caldwell and Sheona Kane	August (In-Service Day)	Seek staff feedback on how the program is currently managed in

			<p>the class, how regularly it is undertaken and the appropriateness of resources used will be reflected and acted upon.</p> <p>Results of audit with influence how NL spelling is implemented throughout the 2017-2018 session.</p>
Share new reading and listening and talking assessment records with all teaching staff.	Sarah Caldwell and Sheona Kane	August (In-Service Day)	<p>Assessment records which are in line with the new benchmarks for reading and listening and talking have been created.</p> <p>These will be piloted this year and an evaluation of their appropriateness and usefulness in tracking and monitoring children's progress will be undertaken at the end of the school year.</p> <p>Staff are to continue using the writing assessment records from last year.</p>
Support the consistent implementation of North Lanarkshire Writing resource across all stages	Sarah Caldwell Sheona Kane Jackie Gray Rosemary MacOwen	October - May	<p>Time needed from Classroom Assistants to prepare writing resource for each class. These resources will be stored in each classes Literacy Toolkit Box.</p> <p>Training DVD to be purchased. Time given with all teaching staff to watch and discuss the training videos on writing.</p> <p>Writing packs (already copied) to</p>

			<p>be given to all teaching staff.</p> <p>Once implemented discuss with staff if there are any next steps or further support needed to be undertaken to ensure the program is undertaken effectively and efficiently.</p>
Support the consistent implementation of North Lanarkshire Reading resource across all stages	Sarah Caldwell	August - May	<p>All books to be book banded by Sarah (Literacy Champion)</p> <p>Time needed from Classroom Assistants to ensure all resources and reading packs are copied and given to all teaching staff.</p> <p>Time given with all teaching staff to watch and discuss the training videos on reading.</p> <p>Once implemented discuss with staff if there are any next steps or further support needed to be undertaken to ensure the program is undertaken effectively and efficiently.</p>
Home/school partnership worker to work alongside staff to develop parental engagement in learning with a focus on children from P1 to P3.	Julie McKee (HT) and Home/School partnership worker		Introducing parent workshops to develop awareness and a better understanding of children's speech and language development and phonological awareness

Strategic Priority 2: To review and develop a shared vision and consistent values for our school through a process of consultation with partners leading to the further development of promoting positive relationships and behaviour and a whole school nurturing approach.

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Key Actions (How)	*Lead Person	*Timescale	*Comments
Gather views of all stakeholders regarding what our school values should be, collate this information and identify no more than 5 core values for our school	Julie McKee (HT)	August	

Gather views from all stakeholders regarding the vision for our school	Laura French & Karen McGee	August	
Whole school launch of new vision and values	Laura French & Karen McGee	August/September	<p>Pupil launch through school assemblies</p> <p>Shared with all stakeholders via display in foyer, leaflet and school website</p> <p>Vision and values to be high profile throughout the year</p>
Review of school promoting positive relationships and behaviour policy in line with new values taking into consideration feedback from parents, staff and pupils from last session	Laura French & Karen McGee	August/September	Time dedicated to this on August In-Service Day to ensure consistent application across whole school
Organise CPD training for all staff regarding nurture and attachment	Julie McKee (HT)	October – December	Staff consultation with EP in June identified this as an area for staff development. CPD to be organised as soon as possible. Julie McKee to signpost staff to professional reading for their own development.

Strategic Priority 3: To develop a consistent approach to gathering data, establish a robust tracking system and develop staff confidence in analysing data in order to monitor and track the progress of all learners

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Key Actions (How)	*Lead Person	*Timescale	*Comments
Staff audit on current assessments used across the school and how the data is recorded and analysed to inform planning and progress	Julie McKee (HT)	August/September	
Implementation of new tracking system from SLC	Julie McKee (HT)	August – October	Julie McKee attended initial meeting with CQIS and expressed

			interest in using new tracking system
Training for staff on analysing data and using it to inform planning and progress	Julie McKee (HT)	November	Julie McKee to attend SLC training and cascade to staff

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		Leadership (Change and Improvement)

Key Actions (from previous plans)

- Numeracy - to continue to monitor the effectiveness of Big Maths across the school
- HOTS – to continue to embed higher order thinking skills across the school
- AifL - to continue to embed AifL strategies and associated techniques with a focus on high quality feedback
- Skills for Learning, Life and Work – further develop opportunities for children to develop skills for learning, life and work