

**Education Resources**

**Curriculum and Quality Improvement Service**

**Establishment Improvement Plan**

**2018-2019**

**Cairns Primary School and Nursery Class**





**Education Resources**

**Curriculum and Quality Improvement Service**

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1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan

**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2016-17, 2017-18, 2018-19.**

| **National Improvement Framework Key Priorities*** 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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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 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 andTeaching |
| Implementing Curriculum for Excellence |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Strategic Priorities 3 Year Cycle** |
| **2017-18** | **2018-19** | **2019-2020** |
| 1. Improve attainment for all pupils in Literacy and Numeracy, with particular focus on pace, challenge, differentiation and assessment in writing.
2. Raise attainment in numeracy with a particular focus on new methodology (Big Maths), differentiation and pace of learning.
3. Embed our tracking and monitoring systems, which lead to an improvement in children and young people’s health and wellbeing.
4. Create a ‘nurture’ class within the school and begin to establish sessions for small groups of pupils with a focus on nurture.
5. Continue to enhance our approaches to developing skills for life, learning and work across all stages.
6. Continue to develop our culture of self evaluation for self improvement, engaging more parental involvement with a specific focus on parental engagement and partnership working.
7. To further enhance transition from nursery to P1 with a specific focus on parental engagement and partnership. (Nursery)

 1.1, 2.3, 3.1, 3.2. | 1. Raise attainment in Numeracy implementing new and revised approaches to planning, teaching, monitoring and tracking of pupil progress from P1-7.
2. Develop a suite of maths assessments and whole school assessment approach, including development of holistic assessments in Numeracy.
3. Raise attainment in literacy through implementation of P1-3 Book Banding and P1-3 focus on North Lanarkshire Literacy Strategies and implement an increased focus on the teaching and assessment of writing, with a focus on embedding the Cairns writing approach.
4. Develop and evaluate whole school nurturing approach whilst developing a robust health and well-being programme of study.
5. Review approaches to skills for life, learning and work and within learning and teaching, with a focus on DSYW and reviewing our Masterclass programme.
6. Development of parental engagement and involvement as part of self- evaluation programme.
7. To encourage active citizenship throughout the nursery and the local community. (Nursery)
 | 1. Develop our outdoor learning area and begin to integrate aspects in to the core curriculum as outdoor area develops.
2. Raise attainment in literacy through implementation of P4-7 Book Banding and P4-7 focus on North Lanarkshire Literacy Strategies.
3. Review approaches to skills for life, learning and work and within learning and teaching, reviewing our IDL curriculum.
4. Consolidate partnership working and develop these approaches to engage the wider community.
5. Enhance communication with parents/carers on their child’s learning journey through the implementation of E-journals. (Nursery)
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**Strategic Improvement Planning for Establishment Session: 2017/18 2018/19 2019/20**

| **National Improvement Framework Key Priorities*** 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.
 | **Collaboration and consultation** (list stakeholders):* Pupils
* Parents/Carers
* Staff and partners
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
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 | * 1.1 Self Evaluation for self-improvement
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* 1.4 Leadership and management of staff
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* 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
 | Transform Learning andTeaching/Implement CfE |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning  |
| Leadership (Change and Improvement) |

**Strategic Improvement Planning for Establishment Session: 2018-2019**

| **National Improvement Framework Key Priorities*** 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.
 | **Collaboration and Consultation**Learners- Leadership Team and committees, Parents/carers, Parent council, staff. Specialist support team. Ed Psych and other partners. |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 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
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 | Transform Learning andTeaching/Implement CfE |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning  |
| Leadership (Change and Improvement) |

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| **Strategic Priority 1** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| Raise attainment in Numeracy implementing new and revised approaches to planning, teaching, monitoring and tracking of pupil progress from P1-7 with a particular focus on P4, P6 and P7.Develop a balance of maths assessments and whole school assessment approaches, including development of holistic assessments incorporating Numeracy.Participation in ‘Family Groups’ Collaborative Action Research project with SLC and NLC schools, with a focus on raising attainment in maths at P4. | $$√$$ | % of children secure in their learning by the end of P4, P6 and P7 will increase by at least 20%. (P5 maintain current attainment levels which are over 80%.)% of children secure on their learning by the end of P1 will increase by 7%.Class teachers more confident to teach numeracy with the support of the pathways and new planning resources and development in pedagogy.‘Catch up Maths’ and 5 min box interventions will improve attainment in numeracy in targeted pupils within first and second level. | Progress in mathematics standardised assessment results at P4-7 comparative data.(Targeted pupils will be monitored.)Other available assessment information and data, alongside evidence of work, intervention data and teacher’s own professional judgement.Feedback from staff on revised pathways anmd planners in terms of clarity, progression and pace.Pupil Views |  |

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| **Strategic Priority 2** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| Raise attainment in literacy implementing new and revised approaches to planning, teaching and assessment P1-7.Book Banding P1-3Active Literacy Approach P1-3Increased focus on the teaching of writing, embedding the Cairns writing approach across the school.Upskilling of School Support Assistants in literacy interventions - (Catch up Literacy/5 minute box- in house training and SLC training where possible.)Dyslexia Toolkit training for all staff- from SSTRoll out new Nelson Spelling resource as a tool to supplement active literacy approaches. | $$√$$ | 80% of learners secure in their learning at the end of P1- P7.% of learners secure in their learning at the end of P1-P7 will increase by at least 5% in writing.Consistent approach to the teaching, assessment and moderation of writing across the school.Catch up Literacy/5 minute box- interventions will improve attainment in literacy for targeted pupils within first and second level.All staff have a consistent, positive and inclusive approach to dyslexia and implement appropriate strategies to support all learners in their literacy work.  | Progress in school baseline assessment and other standardised assessment results at P1-7 comparative data.(Targeted pupils will be monitored.)Other available assessment information and data relevant to interventions, alongside evidence of work, intervention data and teacher’s own professional judgement.(PEF pupils and targeted groups monitored closely)Teacher feedback through collegiate meetings, Tapestry Group, Professional dialogue during monitoring and tracking meetings.Feedback from SSA’s implementing interventions.Pupil voice and group discussions- Learning Council/Leadership Team. (PEF children included in these focus groups).Observations from classroom visits. |  |

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| **Strategic Priority 3** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| . Develop and evaluate whole school nurturing approach whilst developing a robust health and well-being programme of study.Staff training from Nurture Group Network, Education Scotland and SLT- for key members of staff who have stated an interest in leading initiative.Whole school awareness raising of nurture and nurture principles.Focus on ‘nurturing ethos’ introduced through self evaluation, quality assurance and professional dialogue sessions.Further develop the ‘Nurture Class’ within the school. | $$√$$ | All staff have an awareness and understanding of nurture principles, leading to a consistent, positive and inclusive approach to nurture and implement appropriate strategies to support all learners develop their well-being.Nurture class is established and running to support key targeted pupils- improving their health and well-being outcomes.Agreed training agendas allowing increased provision of in house sustainable training opportunities relating to H&WB outcomes allow staff to be more confident in delivering, monitoring, tracking and assessing H&WB outcomes.H&WB of targeted pupils improves and measurable targets in attendance and engagement increase.  | **Staff feedback from training and information sessions.****Evaluations from Boxall Profiles of existing ‘Nurture Group’ children****On going tracking and monitoring of target group of pupils, e.g. increased engagement, attendance, improved timekeeping, greater parental engagement from targeted families.****Staff/pupil feedback on various nurturing approaches.** |  |

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| **Strategic Priority 4 - Nursery** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| Establish a nursery ECO committee. Establish a nursery ECO parent/ carer focus groupBuilding on the success of last year, plan a programme of events to promote ECO friendly practices to enhance the children’s knowledge and understanding of Global Citizenship. Events to include opportunities to work with P1 pupils and schools in the local community. Provide high quality outdoor learning experiences for all learners. Identify resources Establish links to local green space areas to further enhance Outdoor Learning. Preparation for ‘Make Scotland Beautiful’ accreditation.  |  | **Improvement in the school’s success with engaging with the local and wider community.** **Children are aware of rights and responsibilities of active citizenship.** **Learners utilizing local green spaces to enhance learning experiences.** **Increased parental engagement and opportunities for family learning.** **All staff to further develop their confidence and skills in providing high quality outdoor learning experiences for all pupils****Sustainable links with local community.**  | **Staff feedback from training and information sessions.****Evaluations parents/carers.** **Pupil Voice** **Sustainable links with local community.** **Make Scotland Beautiful accreditation.**  |  |

**Strategic Improvement Planning for Establishment Session: 2018-2019**

**Pupil Equity Fund Overview**

**Allocation: £ \_\_\_117,720\_\_\_\_\_\_\_\_\_\_**

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| **National Improvement Framework Key Priority*** Closing the attainment gap between the most and least disadvantaged children.

**Contextual analysis (what is the gap?):** Of our 291 school pupils, 49% live in a home within SIMD 1 or 2 and 31% of our school pupils are currently in receipt of Free School Meals. Children living within SIMD 1 and 2 are present in all stages, although as you can see there is a higher proportion in this year’s P1, P2, P4, and P6 cohorts.

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| **Stage** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** |
| **% of pupils living in SIMD 1 and 2** | **81%** | **51%** | **40%** | **53%** | **45%** | **55%** | **42%** |

 This information is based on SIMD quintile data.We know that there are some families who are entitled to free school meals but do not claim them. There are also other families known to us who are living in rented accommodation out with the SIMD 1 & 2 bands but who are entitled to FME. Some of these families claim and others do not. Approximately 37% of our families are also in receipt of clothing grants and again, many who are entitled do not claim for this. Therefore, our analysis uses our extended knowledge of our families as well as raw data, and we encourage inclusive approaches using this intelligence to plan and identify our pupils who will benefit from our Pupil Equity Fund Interventions.

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| **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?** |
| 0.8 PEF teacher | £38,560 | * Laura Rance will work in P4, alongside Lindsay Wallace to support interventions and reduce overall class sizes.
* Natalie Caskie, who will be replaced by Gemma Tsang when she goes on Maternity Leave, will lead and oversee interventions, with the support and guidance of the SLT.
 | * A section has been included in our improvement plan which outlines key pieces of information/data to be gathered throughout the session.
* Systems are already in place to monitor and track pupil progress and will be reviewed throughout the year.
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| 1 x Full Time Support Assistant | £24,100 | * SSA will work with ASN coordinator and Acting PT to provide specific targeted interventions for identified children.
* Two of our support assistants will be trained in Catch Up Literacy, if available to the school.
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| Active Literacy/Catch up literacy/5 min boxGeneral Literacy resources to support interventions and approaches. Whole school literacy project and visit to the theatre. | £20,000 | * Much of the Active Literacy manuals and resources have been purchased last session, ready to start this session. All staff will have been trained by the end of term 1, session 2018/19.
* Additional resources to support book banding and class libraries will be reviewed and purchased throughout the session as required.
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| Numeracy Development work-* staffing to cover teachers to work in and visit other classes and in other establishments
* Top up resources/training as required, e.g. 5 min boxes, holistic assessment resources
* Parental Involvement workshops and packs- roll this out to P1, P4 P6 and P7 parents this session.
 | £6,000 | * Many key resources have been purchased last session. The key focus will be on collaborative action research, shared pedagogy and experience and training.
* We will invest in our parent workshop and training programmes in numeracy this session, following the successful pilot at P6 last session.
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| Nurture* Training
* Resources/Approaches
 | £25,000 | * Some outdoor equipment may be purchased as part of the development work in this area. We are waiting on costings and timescales to be confirmed.
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| Total | £113,660 | * Remaining PEF budget unallocated at the moment- £4,060.
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A separate paper is available giving details of attainment data around the gap and this will be published in our Standards and Quality Report for 17/18. |

**Operational Improvement Planning (Action Plan) for Establishment: Cairns Primary Session: 2018-2019**

**Strategic Priority 1: To improve attainment in numeracy and mathematics**

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| Key Actions | Timescale | Comments | National Improvement Framework | South Lanarkshire | How Good Is Our School 4 Quality Indicators |
| Performance information | School improvement | Assessment of children’s progress | Parental engagement | Teacher professionalism  | School leadership  | Leadership (Change and Improvement) | Professional Learning | Skills for Learning, Life and Work | Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  | Transform Learning andTeaching/Implement CfE | 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 |
|  To continue to review and revise approaches and pedagogy in teaching numeracy; continue to embed the ‘Big Maths’ programme across the school, providing opportunities for staff to discuss teaching in numeracy. | Aug 18- June ‘19 | Opportunities for staff to engage in professional dialogue and share approaches and methodology will help to improve standard and consistency of maths teaching across the school. Key members of the maths working party provided a refresh training input on the first inset days of the new term. | $$√$$ | $$√$$ |  |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  |  | $$√$$ | $$√$$ |  |  |  | $$√$$ | $$√$$ |  |  |  |  |  | $$√$$ |  |
| To roll out the use of the SLC Numeracy and Maths Pathway that teachers will use as part of their planning. | Aug 18- June ‘19 | Planning using the pathways, and the benchmarks, will help provide a more robust approach to maths leading to more indepth study of key maths concepts across the year. | $$√$$ |  |  |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ |  |  |  |  |  |  | $$√$$ |  |  |  |  | $$√$$ | $$√$$ |  |
| To utilize the revised pathway during professional dialogue/collaborative planning sessions with a view to increased pace/ appropriate differentiation and increased opportunities for staff development.  | Sept ’18- June ‘19 | It is important to keep differentiation and ‘next steps’ for learners as key targeted interventions at the heart of our approach to teaching maths.  | $$√$$ |  |  |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ |  |  |  |  |  |  | $$√$$ | $$√$$ |  |  |  | $$√$$ | $$√$$ |  |
| Continue to roll out Parent workshop programme – through whole school, department and stage appropriate workshops. | TBC | Feedback from our parent workshops for P6 was very positive. Engaging parents and encouraging families and schools to work in partnership is an essential way to improve attainment. | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ |  | $$√$$ | $$√$$ |  | $$√$$ |  |  | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ |  |  |  | $$√$$ |  |
| To roll out and evaluate the modified planning and assessment tool which have been aligned and developed around the benchmarks. |  | The maths working party provided all staff with the new revised and updated planning and assessment information at the beginning of term with an update on our Inset Day. |  |  | $$√$$ |  | $$√$$ |  | $$√$$ |  |  | $$√$$ |  | $$√$$ |  |  | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ |  |  |  | $$√$$ |  |
| To implement Catch up Numeracy and 5 min box strategies to targeted pupils. |  | In most cases last session, pupils who were engaged in any intervention made more progress than they had in previous years. This targeted approach works best when staff are able to provide it regularly and without interruption to their timetable. We will be aiming for this. |  |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  |  |  | $$√$$ |  |  | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ |  |  |
| To fully engage in the Family Groups Collaborative Action Research project with colleagues from SLC. NLC and the Robert Owen Centre at Glasgow University. |  | This project was invaluable for all staff involved. Opportunties for staff to visit and have professional dialogue with teachers from other establisments, as well as engaging in the CAR aspect of the project was very valuable for them and for our pupils. We look forward to a similar experience this session. | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ |  | $$√$$ |  |  | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ |  |  |  |
| Key pieces of information and data to be gathered during Quality Management Activities. | * Feedback from class teachers on progression pathways and new planning tools, (through strategic planning observations, professional dialogue, CAT/Inset feedback sessions)
* SLT/Class teacher observations of impact of pace and differentiation
* Record of professional dialogue meeting and monitoring and tracking meetings
* Peer/class visits related to priority and visits to other establishments
* Evaluation/feedback from parents following workshops
* Consultation with learners during committees and focus groups
* Assessment data and information- progress in maths in Standardised assessments and baselines.
* Feedback from staff who are creating the holistic assessments and initial findings from trials.
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**Operational Improvement Planning (Action Plan) for Establishment: Cairns Primary Session: 2018-2019**

**Strategic Priority 2: To improve attainment in literacy**

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| Key Actions | Timescale | Comments | National Improvement Framework | South Lanarkshire | How Good Is Our School 4 Quality Indicators |
| Performance information | School improvement | Assessment of children’s progress | Parental engagement | Teacher professionalism  | School leadership  | Leadership (Change and Improvement) | Professional Learning | Skills for Learning, Life and Work | Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  | Transform Learning andTeaching/Implement CfE | 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 |
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| Active LiteracyTo pilot and implement the new Active literacy programme throughout P1-P3 |  | .  |
| Book Banding P1-3PM Benchmarking training for staff and assessment of children P1-3, and any identified pupil P4-7 from target groups. |  |  |
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 | Ongoing from August-JuneAll staff trained by end of term 1.Staff to observe active literacy in other establishments and classesTerm 1 | Embedding our new Active Literacy programme will provide a clear pathway of progression in the teaching of literacy in P1-3. Book banding and related assessments will allow for more accurate groupings of children and more effective teaching. | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ |  | $$√$$ |  | $$√$$ | $$√$$ |  | $$√$$ |  | $$√$$ |  | $$√$$ |  |
| To provide training and familiarisation of revised whole writing policy and planning with staff.Link with opportunity to further familiarise with revised literacy benchmarks.Inform staff of additional Nelson Spelling and Grammar resources to support literacy, P1-7.Links to moderation activity and Quality Management visits. | Aug Cat 1CAT 1Term 2Ongoing | A consistent approach to the teaching and assessment of writing will help moderation. All classes to receive a SSA to assist at formal taught writing times.  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ |  | $$√$$ |  | $$√$$ | $$√$$ |  | $$√$$ |  | $$√$$ |  | $$√$$ |  |
| To establish a centralised area for all literacy resources physically and electronically | Term 1 & 2 | Collating resources centrally will hopefully ensure all staff are aware of all the tools we have to support literacy. |  | $$√$$ |  |  |  |  | $$√$$ |  |  |  |  |  |  |  |  | $$√$$ |  |  | $$√$$ |  |  |  |  |  |  |  |
| To inform parents of new Active literacy programme and content | TBC | Keeping parents/carers informed of new approaches helps to support partnership working and strengthens links between home and school. |  | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  |  | $$√$$ |  |  |  |  |  | $$√$$ |  | $$√$$ | $$√$$ |  | $$√$$ |  | $$√$$ |  |  |  |
| Key pieces of information and data to be gathered during Quality Management Activities. | * Feedback from class teachers on active literacy training and new approaches/resources, ( through strategic planning observations, professional dialogue, CAT/Inset feedback sessions)
* SLT/Class teacher observations of impact of pace and differentiation in writing.
* Record of professional dialogue meeting and monitoring and tracking meetings
* Peer/class visits related to priority and visits to other establishments
* Evaluation/feedback from parents following information session.
* Consultation with learners during committees and focus groups
* Assessment data and information- progress in literacy in Standardised assessments and baselines.
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**Operational Improvement Planning (Action Plan) for Establishment: Cairns Primary Session: 2018-2019**

**Strategic Priority 3: Develop and evaluate whole school nurturing approach**

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| Key Actions | Timescale | Comments | National Improvement Framework | South Lanarkshire | How Good Is Our School 4 Quality Indicators |
| Performance information | School improvement | Assessment of children’s progress | Parental engagement | Teacher professionalism  | School leadership  | Leadership (Change and Improvement) | Professional Learning | Skills for Learning, Life and Work | Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  | Transform Learning andTeaching/Implement CfE | 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 |
| Staff training from Nurture Group Network (NGN), Education Scotland and SMT - for all staff on nurture principles and ‘Nurture Talks’- key members of staff leading in nurture/who have stated an interest in leading nurture initiative.  | September 2018SMT / NGN / Education Scotland trainers / nominated (interested) staff members | Raising awareness of all staff on Nurture Principles and Nurture talks will help embed approach and build on already good practice. |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |
| Whole school ‘Nurturing Ethos’ /Nurture Talks introduced through self-evaluation, quality assurance process and professional dialogue sessions. | DHT (ASN) and SLT, SSTIn-service and ongoing training throughout academic session 18-19 |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  |
| Re-evaluate established nurture group children using up-to-date Boxall assessments to ensure mix/provision is aligned with updated planning/target setting.SLT / Nurture staff to visit other establishments with Nurture Groups and glean experience / best practice/ ideas etc... Record of visit/good practice. | Term 1 2018.Nurture practitioners and DHT (ASN) | Dedicated Nurture sessions and play approaches will benefit new P1 pupils who have already been identified as having extreme needs at Attachment Forum as well as our own identified targeted pupils, and other in need. | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  |
| Create planning, tracking and evaluative systems to monitor, review and measure impact on children’s social and emotional wellbeing. | DHT (ASN) in collaboration with all staff (HWB Staff Working group) | Constantly reviewing and revising approaches throughout academic session 18-19 will help us evaluate and plan more effectively, and reactively, not just this session but also for next session. | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  |
| Boxall Profile training for SMT / all staff to assess children, periodically and systematically | DHT (ASN Term 1 2018 (Aug-October)) and HWB Staff Working Group | Again ongoing work will help us to elicit opportunities and will schedule this throughout the academic year. Ongoing throughout academic session 18-19 | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  | $$√$$ | $$√$$ | $$√$$ | $$√$$ |  |  |
| Key pieces of information and data to be gathered during Quality Management Activities. | * Analysis of Boxall Profiles at the beginning and end of intervention.
* Feedback from all stakeholders regarding impact of nurture talks and nurture input.
* Evaluation of staff training.
* Impact on general behaviour of pupils across the school- monthly comparisons of reflection referrals.
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**Establishment Maintenance Improvement Planning Session- 2018-19**

| **National Improvement Framework Key Priorities*** 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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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 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
 | Transform Learning andTeaching/Implement CfE |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning  |
| Leadership (Change and Improvement) |

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| **Key Actions (from previous plans)** |
| * Continue to develop our ‘Champions for Change’ work with St Cadoc’s Primary, to work towards our Gold Award, with a focus on developing our programme at P1-3.
* Continue to build on our ‘Growth Mindset’ work alongside colleagues in the Cathkin Learning Communty as part of the LC Plan.
* Continue with our Eco Schools programme, to raise awareness across the school.
* Continue with our RRSA programme, to raise awareness across the school.
* Continue with our Modern Langauges, 1+2 programme; linking with CLC.
* Continue to enhance our approaches to developing skills for life, learning and work across all stages, linking to the developing Scotland’s Young Workforce programme.
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