



# Milngavie Primary & Nursery Improvement Plan 2018-2019



**East Dunbartonshire Council**

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Improvement Priority – MAJOR FOCUS Literacy	Links to NIF	Overall Responsibility
Improving Attainment in Literacy – Writing particular focus as identified by SLT monitoring and in SNSA results	Raising Attainment in Literacy Closing the Poverty Related Attainment Gap	Head Teacher

Targets	Outcome / Impact on Learners	Timescale
<ul style="list-style-type: none"> <li>Formulation of a school “Literacy Strategy” to raise attainment.</li> <li>Practitioner Enquiry undertaken by teaching staff on an aspect of Literacy.</li> <li>Introduce a progressive approach to develop the tools for writing.</li> </ul>	Improved Attainment in Literacy – in particular skills for writing	2018-2019

#### Measures of Success

- Staff will have a better understanding of the school’s strategic vision, having helped to shape this, and will be able to apply a range of pedagogies to meet pupil’s learning needs in relation to writing.
- Monitoring of pupil work will show a more consistent approach across the school in developing the skills for writing in a range of contexts and genres.
- Parental participation and feedback in related family learning opportunities, linking with Learning Journals.
- Surveys and questionnaires used with staff and parents to self-evaluate.
- Staff will have deeper understanding of impact of an initiative on attainment through undertaking practitioner enquiry.
- SNSA results will show an improvement, particularly at the P4 stage

Resource Requirements		Professional Learning
Pupil Equity Fund	Nelson Resources: £3315 Primary 3 Reading scheme: £3662	<p><b>Time has been incorporated into the Collegiate Calendar to allow time for staff to engage in the development of the overarching Literacy Strategy, from which a clear direction for the progressive development for writing will be incorporated.</b></p> <p><b>Time for dedicated professional reading and Practitioner Enquiry has also been build into the calendar.</b></p>
Staffing		
Resources	School Budget: £700	
Other		

Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Using the same format as adopted for the Health and Well-being Strategy paper, a Literacy Strategy paper will be devised in collaboration with Class Teachers.	November 2018	Collegiate Calendar – 1.5hrs x 3	Tracy Stilwell	Strategy Paper devised, shared, adopted, reviewed and amended as required	
During August In-Service staff will consider approaches to Practitioner Enquiry that will extend their knowledge and understanding of effective teaching and learning in the development of writing skills. This will then be incorporated into their collegiate work throughout the session.	August and applied throughout the session.	Collegiate Calendar – 1 hr In-Service; 4 x 1.5hrs	Tracy Stilwell	Staff feedback research and analysis to the group Information shared is used to shape future approaches Pupil monitoring and tracking highlights where the impact has taken place on raising attainment	
Staff will review resources and approaches e.g. Big Writing Adventures, Talk for Writing, Romanian Handwriting approach. Collegiate decision will be formed and best fit approaches will be adopted and integrated into our curriculum.	December 18	Collegiate Calendar – 2 x 1.5 hours	Tracy Stilwell	Selected resources and approaches embedded into our curriculum and tracking and monitoring approaches show impact on individuals identified, groups and whole school, cross referenced with assessment data	
As part of our suite of class assessment s to track and monitor pupils, a proforma will be devised to ensure that we are identifying where gaps are emerging and to better respond to the needs of those pupils who are more able.	October 18	DHT preparation Collegiate Calendar/whole staff meetings to discuss and implement	Tracy Stilwell	As with ASN more targeted, individual programmes put in place for those demonstrating an ability in any curricular area	
As part of school Tracking and Monitoring programme, curriculum meetings will be held to review pupil progress which will be triangulated with professional judgement, assessment results and evidence from pupil activity.	October 2018/ February 2019	Collegiate Calendar 2 x 1.0 NCCT - tbc	Garry Graham/SLT	See Venn diagrams, teacher assessments, teaching and learning meeting notes, SNSA and GL assessments and holistic screening	
<b>Examples of work will be shared with parents and feedback sought, using the Learning Journal approach.</b>	November 2018	Learning Journal subscription – PEF/Class tablets - PEF	Tracy Stilwell	Linked to PEF.	

Improvement Priority – MINOR FOCUS: Numeracy and Common Curriculum	Links to NIF	Overall Responsibility
Improvement in Attainment in Numeracy The Attainment Gap	Raising Attainment in Numeracy Closing the Poverty Related Attainment Gap	Head Teacher

Target	Outcome / Impact on Learners	Timescale
<p>To embed numeracy related problem solving and mental computation into the daily, planned suite of mathematics and numeracy learning</p> <p>To develop a shared understanding of standards in an aspect of numeracy through moderation across all schools in the Douglas Cluster</p> <p>To integrate a Common Curriculum that allows for the exposure to and development of a range of skills as well as allowing opportunities for pupils engagement and leadership capacity.</p>	<p>Improved Attainment in Numeracy</p> <p>Pupils will have strong, secure knowledge of key aspects of numeracy, with increased focus on pupils in SIMD 1-5</p>	2017-2018

#### Measures of Success

1. Staff have an increased understanding of the benefits of developing the learner's numeracy skills from the earliest stages and are aware of the long term effects on skills for learning, life and work if there is a numeracy gap
2. Parental participation and feedback in related family learning opportunities increase over time
3. Surveys and questionnaires used with staff and parents to self-evaluate show improvements over time
4. Attainment levels in numeracy improve over time
5. Staff have an understanding of moderation processes and are using these to share standards and can confidently report on CfE levels in those areas
6. Staff have knowledge and skills to develop understanding of ways in which the attainment gap can be addressed effectively through partnership working with parents.
7. Staff more engaged in leading new approaches as part of their collegiate work
8. Staff become more confident in analysing data and using this to justify their ongoing teaching and learning experiences

Resource Requirements		Professional Learning
Pupil Equity Fund	Problem Solving and Thinking Skills: £900 and £840	<b>CLPL calendar to be used in conjunction with SIP and PRD meetings</b> <b>Distributive Leadership</b> <b>Collegiate Calendar</b>
Staffing	£600 staffing	
Resources	£550 resource budget	
Other		

Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Discuss with staff a consistent approach to planning for the delivery of mental and problem solving skills as part of the daily routine delivered, ensuring learners have ongoing opportunities to revise prior learning.	August In-Service 2018	Staff Meeting as per collegiate calendar – 1.5 hours	Elizabeth Orr	Monitoring of planning	
As part of our suite of class assessments to track and monitor pupils, a proforma will be devised to ensure that we are identifying where gaps are emerging and to better respond to the needs of those pupils who are more able.	October 18	DHT preparation Collegiate Calendar/whole staff meetings to discuss and implement	Elizabeth Orr	Monitoring of assessment proformas	
SLT learning visits across school and cluster to observe numeracy development	October 18/ Feb 19	Internal cover		Professional dialogue	
Self-evaluation activities including HGIOS 4 audits – 2.3 and 3.2, class visits, monitoring of learners' work, feedback from parents through parental questionnaire, surveys and assessment information from learner observation and interaction.	Ongoing throughout	Collegiate hours - ongoing	Teachers	Self-evaluation, learning visits to classrooms, pupil focus groups, monitoring of assessments and children's work	
Implement any changes to teaching and learning and assessment as a result of moderation.	Ongoing throughout	Related development work / Collegiate sessions	HT EY Staff P1 Teachers	Professional dialogue; feedback to HT	
Reflect on progress of learners over the year – what progress has been made?	October 2018/ February 2019	Related development work / Collegiate sessions	All staff Cluster Team	CfE levels reported at end of year SNSA HGIOS4 self evaluation Standards and Quality report NIF reporting/ CfE levels	
Offer parental workshop to explain strategies that will be implemented to increase skills and knowledge in numeracy, why this is important and the role parents can play to support this.	Nov 18	Collegiate hours – 1.5 hours SLT work plan	TBC	Questionnaires to parent and evaluations after the workshop. Feedback analysed by staff and SLT	
SLT to devise a Common Curriculum directive to ensure a clear framework is in place to provide learners with the opportunity to learn a range of skills and to develop leadership capacity, working with a range of partner agencies to achieve this.	Sept 18	SLT work plan	SLT partnership activity	Link to Learner Participation in Educational Settings (3-18), Education Scotland.	
SLT to divide Leadership progression planners from E-BGE.	Sept 18	SLT work plan	SLT partnership activity	As part of the planning and pupil assessment cycle, the planners will be used to ensure a clear learning pathway is established.	
Common Curriculum will incorporate our Assembly and Religious Observance programme and our extended range of pupil engagement groups.	Sept 18	SLT work plan	SLT partnership activity	Monitoring pro-forma will be in place to capture progress and to identify opportunities for added value to the programme	

Improvement Priority	Links to NIF	Overall Responsibility
GIRFEC / Health & Wellbeing The Attainment Gap - Use of PEF Funding	Closing the Poverty Related Attainment Gap between the most and least disadvantaged	Head Teacher

Target	Outcome / Impact on Learners	Timescale
<p>To close the attainment gap between the most and least disadvantaged by utilising PEF funding in the following ways –</p> <ul style="list-style-type: none"> <li>• Work with Grounds for Learning to develop a more consistent, progressive approach to outdoor learning</li> <li>• To extend the “Forest Kindergarten” approach into the Early Level</li> <li>• To extend Learning Journals throughout the school to better engage parents in the pupils learning pathways</li> <li>• To establish tracking system to ensure we are better meeting the learning requirements of our more able pupils, focusing on those from SIMD 1-5</li> </ul>	<p>Improved Attainment in Literacy and Numeracy</p> <p>Pupils will have strong, secure knowledge of key aspects of numeracy, with increased focus on pupils in SIMD 1-2</p> <p>Increased opportunities for learning in the outdoor environment will enhance the curriculum experience and help engage more learners</p> <p>Increased parental engagement will improve the dialogue about the learning process and make it easier for parents to access information about their child’s progress</p>	2018-19

#### Measures of Success

7. Staff have a shared understanding of the pedagogy supporting Outdoor Learning and more opportunities for using the outdoor learning environment are incorporated into the planning process
8. Parental participation and feedback increases and encourages opportunities for family learning
9. Staff have knowledge and skills to develop understanding of ways in which the attainment gap can be addressed effectively through partnership working with parents.
10. Staff incorporate information from the tracking of more able pupils into their planning processes
11. Surveys and questionnaires used with staff and parents to self-evaluate.

Resource Requirements		Professional Learning
Pupil Equity Fund	GFL: £5480; Science (Tig Tag) £400; Ardmay: £300; IT and Software for Learning Journals: £5764	
Staffing	Incorporated into Collegiate Plan; Early Years collegiate work	
Resources	Learning Journal and technology to support; GfL; EDC – Alan Smith	
Other		

Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
To work with Grounds for Learning to develop a programme of events tailored to upskill staff in both the pedagogy and delivery of an outdoor learning curriculum.	August 18 – February 19	£5,300 PEF	Liz Orr	Staff to work with GfL to create an evaluation framework.	
To work with Grounds for Learning we will look at opportunities to extend the forest kindergarten approach into the school as part of the outdoor learning experience.	March – June 2019	As above	Liz Orr	As above	
Purchase resources to support delivery of core literacy and numeracy skills	August/ September 2018	Resources not yet identified – to discuss with staff in relation to individual pupil needs based on professional judgment, transition information and SNSA and GL assessment data Collegiate Calendar 1.5 hours	HT and DHTs	Using summative and formative assessment data and teacher judgment to assess impact of work schemes on pupil attainment	
Develop additional programmes of study for individual pupils who have barriers to their learning and provide an alternate curriculum as required	August 2018	Teacher NCCT	Class Teachers	Robust tracking of attainment for identified pupils	
Develop a framework for identifying, tracking and monitoring our more able pupils and putting in place structures to better meet their learning requirements and consider more appropriate resources to meet pupil's needs.	October/ November 2018	SNAP School Able Pupil's Strategy Paper Proformas to effectively track and monitor Assess resources required as determined by the needs of individuals	Elizabeth Orr	New tracking proformas analysed to assess next steps and see that identification leads to a more individualised, planned learning experience for those identified	
Introduce Learning Journals throughout the school building on the positive feedback from parents in the Early Years, providing better communication between home and school.	Commence August 2018	Working Party Staff familiarisation Collegiate Activity – 1.5hrs – led by working party	Tracy Stillwell	Monitor information uploaded and the flow of information between home/school, using this feedback to modify the provision of experiences as necessary	
<b><u>Cross reference to Cluster Plan</u></b>					
Self-evaluation activities including HGIOS 4 audits – 2.3 and 3.2, class visits, monitoring of learners' work, feedback from, surveys and assessment information from learner observation and interaction.	October 18/ February 19	Collegiate hours – ongoing Cluster Plan Cluster funding	All staff	Self-evaluation, learning visits to classrooms, pupil focus groups, monitoring of assessments and children's work	
Outcomes from self-evaluation activities shared at cluster level –e.g. through early level liaison groups, cluster management teams, to evaluate the impact on learners.	Ongoing	Related development work	All staff Cluster Team	Early Level Liaison Group Cluster Management Team	