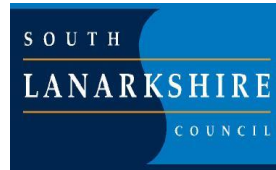**Education Resources**
**Curriculum and Quality Improvement Service**

# Establishment Improvement Plan

# 2018 - 2019

# Calderwood Primary School

**Education Resources**
**Curriculum and Quality Improvement Service**

# Contents

# Overview of Calderwood Primary School's 3 Year Cycle of Improvement Plan Priorities
## Sessions: 2018/2019, 2019/2020, 2020/2021

**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. ✓

| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
|---|---|---|
| • School leadership ✓ ✓ <br><br> • Teacher professionalism ✓ ✓ <br><br> • Parental engagement ✓ ✓ <br><br> • Assessment of children's progress ✓ ✓ <br><br> • School improvement ✓ ✓ <br><br> • Performance information ✓ ✓ | • 1.1 Self Evaluation for self-improvement ✓ ✓ ✓ <br> • 1.2 Leadership for learning ✓ ✓ ✓ <br> • 1.3 Leadership of change ✓ ✓ ✓ <br> • 1.4 Leadership and management of staff ✓ ✓ ✓ <br> • 1.5 Management of resources to promote equity ✓ ✓ ✓ <br> • 2.1 Safeguarding and child protection ✓ ✓ ✓ <br> • 2.2 Curriculum ✓ ✓ ✓ <br> • 2.3 Learning teaching and assessment ✓ ✓ ✓ <br> • 2.4 Personalised support <br> • 2.5 Family learning ✓ <br> • 2.6 Transitions <br> • 2.7 Partnership ✓ ✓ ✓ <br> • 3.1 Ensuring wellbeing, equality and inclusion ✓ ✓ <br> • 3.2 Raising attainment and achievement/Securing children's progress ✓ ✓ ✓ <br> • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning ✓ ✓ ✓ | Transforming Learning and Teaching ✓ ✓ <br><br> Implementing Curriculum for Excellence ✓ ✓ <br><br> Meeting the Needs of all Learners', GIRFEC and Statutory Duties ✓ ✓ <br><br> Skills for Learning, Life and Work ✓ <br><br> Professional Learning ✓ ✓ <br><br> Leadership (Change and Improvement) ✓ ✓ |

## Strategic Priorities 3 Year Cycle

| 2018/2019 | 2019/2020 | 2020/2021 |
|---|---|---|
| 1. Raise attainment in literacy and numeracy by ensuring **quality and continuity in learning and teaching approaches** from Primary 1 to Primary 7. <br> 2. **Improve health and wellbeing** outcomes by developing a whole school approach to **nurture.** <br> 3. **Audit existing approaches to developing the young workforce and skills for learning, life and work** and develop a cohesive whole-school model. | 1. Raise attainment in literacy and numeracy by ensuring **quality and continuity in learning and teaching approaches** from Primary 1 to Primary 7 (Year 2 of priority and participation in Tapestry/TLC). <br> 2. Continue focus **on improving health and wellbeing outcomes** through a whole school nurturing approach. <br> 3. Review IDL Curriculum in light of last session's **SLLW/DYW** priority. <br> 4. Review **Languages 1 + 2** provision from Primary 1 to 7 and identify CLPL opportunities/training needs. | 1. Evaluate and review strategies for **raising attainment and closing the gap** and next steps with/without PEF funding. <br> 2. Review **health and wellbeing** curriculum to ensure it supports nurture focus. <br> 3. Review **parental engagement strategies and family learning** opportunities. |

| **National Improvement Framework Key Priorities** | **Collaboration and consultation** | | |
|---|---|---|---|

**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**

| **Who?** | **When?** | **How?** |
|---|---|---|
| Parent Council | Meetings | Discussion |
| Staff | Meetings/ Ongoing dialogue | Discussion/ Feedback |
| Parent Forum | April/May | Questionnaire |
| Pupils | Throughout session | Discussion/ Surveys |

| **National Improvement Framework Key Drivers** | **HGIOS 4  and  Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
|---|---|---|
| • School leadership<br><br>• Teacher professionalism<br><br>• Parental engagement<br><br>• Assessment of children's progress<br><br>• School improvement<br><br>• Performance information | • 1.1 Self Evaluation for self-improvement<br>• 1.2 Leadership for learning<br>• 1.3 Leadership of change<br>• 1.4 Leadership and management of staff<br>• 1.5 Management of resources to promote equity<br>• 2.1 Safeguarding and child protection<br>• 2.2 Curriculum<br>• 2.3 Learning teaching and assessment<br>• 2.4 Personalised support<br>• 2.5 Family learning<br>• 2.6 Transitions<br>• 2.7 Partnership<br>• 3.1 Ensuring wellbeing, equality and inclusion<br>• 3.2 Raising attainment and achievement/Securing children's progress<br>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and Teaching/Implement CfE<br><br>Meeting the Needs of all Learners', GIRFEC and Statutory Duties<br><br>Skills for Learning, Life and Work<br><br>Professional Learning<br><br>Leadership (Change and Improvement) |

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## Strategic Improvement Planning for Calderwood Primary School: Overview of Strategic Priorities for Session: 2018/2019

| Strategic Priority | PEF | Intended Impact | Measures of Success | Actual Impact |
|---|---|---|---|---|
| **Improving Attainment**<br>Raise attainment in literacy and numeracy by ensuring **quality and continuity in learning and teaching approaches** from Primary 1 to Primary 7. | ✔ | • A percentage increase in the number of pupils being identified as 'on track to achieve' or achieving appropriate Levels in reading, writing, talking and listening and numeracy and mathematics at all stages in the school. *<br>• A percentage increase in the number of targeted children being identified as 'on track to achieve' or achieving appropriate Levels in reading, writing, talking and listening and numeracy and mathematics at all stages in the school with a result in the 'gap' between attainment levels reducing. **<br>• Higher number of pupils receiving targeted and timely interventions when identified as 'not on track' or 'at risk of not achieving'.<br>• Improved progression and outcomes for all learners due to higher levels of continuity in learning and teaching approaches throughout the school.<br>• Increase in staff knowledge about wider educational issues due to professional reading being undertaken and professional dialogue between staff.<br>• Pupils become more reflective in their attitudes towards their learning. | • Attainment data<br>• Progress information from monitoring and tracking meetings.<br>• Assessment data (including SNSAs and other standardized assessments)<br>• Classroom observations<br>• Learning conversations<br>• Monitoring of class work<br>• TLC meetings<br>• Staff feedback/evaluations<br>• Pupil Council minutes<br>• Self-evaluation activities | |

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|---|---|---|---|
| **Health and Wellbeing**<br>**Improve health and wellbeing** outcomes by developing a whole school approach to **nurture.** | ✔ | <ul><li>Improvement overall in wellbeing outcomes for the majority of children in the school.</li><li>Targeted nurture support for identified children.</li><li>Increased staff understanding of nurturing principles and how these can be used to support pupil learning and wellbeing.</li><li>Nurture spaces in every classroom.</li><li>Identified nurture space in the school.</li><li>Increased use of play/active learning strategies in P1-3 curriculum.</li><li>Working party to support the use of play at P1 to P3.</li></ul> | <ul><li>Health and wellbeing assessment data (including self-assessments)</li><li>Health and wellbeing information from monitoring and tracking meetings</li><li>Staff, pupil and parent feedback</li><li>Self-evaluation activities</li><li>Timetable of nurture-based interventions</li><li>Classroom observations</li><li>Professional dialogue with staff</li><li>P1-3 class timetables</li></ul> |
| **Developing the Young Workforce**<br>**Audit existing approaches to developing the young workforce and skills for learning, life and work** and develop a cohesive whole-school model. | | <ul><li>Clear understanding amongst staff, pupils and parents of SLLW and DYW and how these are integrated into the curriculum.</li><li>Current good practice identified and shared.</li><li>Creation of a school vision/statement on DYW and SLLW to ensure a shared understanding and cohesive approach from Primary 1 to 7.</li><li>Guidance for staff setting out expectations at each level to support planning, learning and teaching</li><li>Profile of STEM raised throughout the school.</li><li>Community partners identified to support DYW an SLLW.</li></ul> | <ul><li>Audit information/data</li><li>Feedback from pupils/staff/parents</li><li>Self-evaluation activities</li><li>School policy and guidance</li><li>Planning materials</li></ul> |

## Operational Improvement Planning (Action Plan) for Calderwood Primary School    Session: 2018/2019

### Strategic Priority 1: Learning and Teaching

Raise attainment in literacy and numeracy by ensuring **quality and continuity in learning and teaching approaches** from Primary 1 to Primary 7.

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**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.

| National Improvement Framework Key Drivers | HGIOS 4  and  Early Learning and Childcare Indicators | SLC Education Resources Themes |
|---|---|---|
| - School leadership<br><br>- Teacher  professionalism<br><br>- Parental engagement<br><br>- Assessment of children's progress<br><br>- School improvement<br><br>- Performance information | - 1.1 Self Evaluation for self-improvement<br>- 1.2 Leadership for learning<br>- 1.3 Leadership of change<br>- 1.4 Leadership and management of staff<br>- 1.5 Management of resources to promote equity<br>- 2.1 Safeguarding and child protection<br>- 2.2 Curriculum<br>- 2.3 Learning teaching and assessment<br>- 2.4 Personalised support<br>- 2.5 Family learning<br>- 2.6 Transitions<br>- 2.7 Partnership<br>- 3.1 Ensuring wellbeing, equality and inclusion<br>- 3.2 Raising attainment and achievement/Securing children's progress<br>- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and Teaching/Implement CfE |
| | | Meeting the Needs of all Learners', GIRFEC and Statutory Duties |
| | | Skills for Learning, Life and Work |
| | | Professional Learning |
| | | Leadership (Change and Improvement) |

| | Key Actions (How) | Lead Person | Timescale | Comments |
|---|---|---|---|---|
| **Learning and Teaching** | • Teacher leaders trained to take forward Tapestry programme 'Leading Learning : Improving Pedagogy for Equity' with all staff | Stephanie Sangray, Norma Gray, Vari Cairns, Lisa Ferguson and Anne Henderson (CTs) | September 2018 | |
| | • Establish two Teacher Learning Community groups (P1-3 and P4-7) | Stephanie Sangray, Norma Gray, Vari Cairns, Lisa Ferguson and Anne Henderson (CTs) | October 2018 | |
| | • Tapestry workshops for teacher leaders followed by school workshops for all teaching staff | Stephanie Sangray, Norma Gray, Vari Cairns, Lisa Ferguson and Anne Henderson (CTs) | Ongoing for two sessions, beginning October 2018 | |
| | • Opportunities for teacher leaders to plan school workshops and reflect in between sessions | Stephanie Sangray, Norma Gray, Vari Cairns, Lisa Ferguson and Anne Henderson (CTs) | Ongoing for two sessions, beginning October 2018 | |
| | • Promotion of professional reading and dialogue on key pedagogical areas such as success criteria, questioning, feedback, peer assessment and target setting | Stephanie Sangray, Norma Gray, Vari Cairns, Lisa Ferguson and Anne Henderson (CTs) | Ongoing for two sessions, beginning October 2018 | |
| | • Use 'How Good is OUR School' to promote Pupil Voice, pupil leadership and school improvement | Jen Innes (HT) and Pupil Council | From October 2018 | |
| | • Reflect on/evaluate impact of Tapestry programme and TLCs | Stephanie Sangray, Norma Gray, Vari Cairns, Lisa Ferguson and Anne Henderson (CTs) | June 2019 and June 2020 | |
| **Numeracy** | • Continue to embed the use of numeracy and mathematics learning pathways and planners across the school, monitoring and evaluating throughout the session, ensuring planners are aligned with numeracy benchmarks | Calum Urquhart (DHT) and Numeracy working party | From August 2018 | |

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| | • Use numeracy and mathematics learning pathways to support professional dialogue around attainment and progression to ensure appropriate pace and challenge | All SMT in consultation with teaching staff | From September 2018 | |
| | • Review approaches & pedagogy in teaching numeracy and mathematics, including evaluation/review of Big Maths, and plan next steps | Calum Urquhart (DHT) and Numeracy working party | To be completed by December 2018 | |
| | • Review numeracy interventions and consider other approaches to target a larger number of pupils | Calum Urquhart (DHT) and Numeracy working party | From September 2018 | |
| | • Ensure effective use of numeracy assessments to benchmark pupil progress | Calum Urquhart (DHT) and Numeracy working party | From September 2018 | |
| | • Inform parents of approaches to teaching numeracy and mathematics.<br>• Provide guidance for parents on how they can further support their child to improve their numeracy skills | Jen Innes (HT), Calum Urquhart (DHT) and Numeracy working party | From January 2019 | |
| **Literacy** | • Evaluate NL Active Literacy approaches with relevant staff (P1-3) | Lauren Feenan (PT) | September 2018 | |
| | • Increase P1-3 staff confidence in using Active Literacy approaches through CLPL activities (including classroom visits both within and outwith our establishment) | Lauren Feenan (PT) | From September 2018 | |
| | • Roll-out Active Literacy approaches to Primary 4, including appropriate CLPL for staff and opportunities to resource programme | Maureen Waddell (PT) and Lauren Feenan (PT) | From September 2018 | |
| | • Get feedback from staff, pupils and parents on book banding | Jen Innes (HT) | December 2018 | |
| | • Offer refresher training and training for new staff on Working Memory Programme | Lisa Ferguson (PEF) | September 2018 | |

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|---|---|---|---|---|
| | • Support staff to use Working Memory resources to support literacy learning in their classrooms | Lisa Ferguson (PEF) | From August 2018 | |
| | • Establish target stages to assess, implement and monitor Working Memory programme, supporting staff to use resources as part of learning and teaching in literacy | Lisa Ferguson (PEF) and class teachers | From September 2018 | |
| | • Offer refresher training and training for new staff on Dyslexia Programme | Lisa Ferguson (PEF) | October 2018 | |
| | • Identify children who would benefit from Working Memory/Dyslexia input and liaise with parents | Lisa Ferguson (PEF) in consultation with class teachers | From August 2018 | |
| | • Support staff to use Dyslexia resources to support learners in their classes | Lisa Ferguson (PEF) | From August 2018 | |
| | • Dyslexia Toolbox training for all staff | Julie Colvin (SST) | November Inset | |
| | • Review current interventions and investigate other potential literacy interventions | Jill Ring (DHT), Jen Innes (HT) and Lisa Ferguson (PEF) | From September 2018 | |
| | • Review grammar programme and work of grammar working party to produce whole school guidance/programme | Jen Innes (HT) in consultation with staff | From October 2018 | |
| | • Review school writing policy and ensure it is shared with all staff | Jen Innes (HT) and Lauren Feenan (PT) | From December 2018 | |

## Strategic Priority 2: Health and Wellbeing
### Improve health and wellbeing outcomes by developing a whole school approach to nurture.

**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.

| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
|---|---|---|
| - School leadership<br><br>- Teacher professionalism<br><br>- Parental engagement<br><br>- Assessment of children's progress<br><br>- School improvement<br><br>- Performance information | - 1.1 Self Evaluation for self-improvement<br>- 1.2 Leadership for learning<br>- 1.3 Leadership of change<br>- 1.4 Leadership and management of staff<br>- 1.5 Management of resources to promote equity<br>- 2.1 Safeguarding and child protection<br>- 2.2 Curriculum<br>- 2.3 Learning teaching and assessment<br>- 2.4 Personalised support<br>- 2.5 Family learning<br>- 2.6 Transitions<br>- 2.7 Partnership<br>- 3.1 Ensuring wellbeing, equality and inclusion<br>- 3.2 Raising attainment and achievement/Securing children's progress<br>- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transform Learning and Teaching/Implement CfE<br><br>Meeting the Needs of all Learners', GIRFEC and Statutory Duties<br><br>Skills for Learning, Life and Work<br><br>Professional Learning<br><br>Leadership (Change and Improvement) |

| Key Actions (How) | Lead Person | Timescale | Comments |
|---|---|---|---|
| • Nurture training (Principles of Nurture) for all school staff provided by Jenni Kerr from Glasgow City Council | Jill Ring (DHT) | August 2018 and February 2019 (Inset days) | |
| • Nurture spaces developed in each classroom | All class teachers | To be completed by October 2018 | |
| • Nurture Room created in school | Jill Ring (DHT)/Catriona Zabiega (CT) | To be completed by end of October 2018 | |
| • Member of staff to undergo accredited Nurture Training | Catriona Zabiega (CT)/ Jill Ring (DHT) | October/November 2019 | |
| • Pupils who would benefit from nurture identified and appropriate assessments carried out | Jen Innes(HT)/Jill Ring(DHT)/Lisa Ferguson(PEF)/Catriona Zabiega(CT) in consultation with all class teachers | September 2018 and then ongoing throughout session | |
| • Nurture timetable produced | Jill Ring (DHT)/Catriona Zabiega (CT) | October/November 2018 | |
| • Information on nurture and the nurturing principles provided for Parent Forum | Jen Innes (HT) and Catriona Zabiega (CT) | October (Parents' Evening) and other opportunities throughout session | |
| • Self-evaluation activities – staff questionnaire | Jen Innes | September 2018 and June 2019 | |
| • Ongoing assessment of pupil needs and impact of nurture activities | Jill Ring(DHT)/Lisa Ferguson(PEF)/Catriona Zabiega(CT)/ Jen Innes(HT) in consultation with class teachers | Ongoing throughout session | |

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**Strategic Priority 3:  Developing the Young Workforce**
**Audit existing approaches to developing the young workforce and skills for learning, life and work** and develop a cohesive whole-school model.

| National Improvement Framework Key Priorities |
|---|
| • Improvement in attainment, particularly in literacy and numeracy; <br> • Closing the attainment gap between the most and least disadvantaged children; <br> • Improvement in children and young people's health and wellbeing; and <br> • Improvement in employability skills and sustained positive school leaver destinations for all young people. |

| National Improvement Framework Key Drivers | HGIOS 4  and  Early Learning and Childcare Indicators | SLC Education Resources Themes |
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| Key Actions (How) | Lead Person | Timescale | Comments |
|---|---|---|---|
| | Maureen Waddell (PT) | | |

| | | | |
|---|---|---|---|
| • Audit existing practice in DYW approaches and compile information.<br>• Identify good practice and processes to share this with all staff. | and DYW Working Party | October/November 2018 | |
| • Compile comprehensive list of community partners to support DYW and SLLW. | Maureen Waddell (PT) and DYW Working Party | November 2018 | |
| • Produce a whole school vision/policy statement around Developing the Young Workforce to share with staff, pupils, parents and the wider community. | Maureen Waddell (PT) and DYW Working Party | To be completed by April 2019 | |
| • Develop a progressive programme to support staff to deliver approach consistently from P1 – P7. | Maureen Waddell (PT) and DYW Working Party | To be completed by May 2019 | |
| • Raise the profile of STEM throughout the school as a DYW approach. | Fiona Mossman (PT) and DYW Working Party | To be completed by June 2019 | |

**National Improvement Framework Key Priorities**
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## Key Actions (from previous plans)

- Get feedback on Home Learning programme launched last session and consider next steps in light of gathered information. (Jen Innes, HT)
- RME - Complete work on RME including roll-out of new planners across all stages. Continue to monitor and evaluate use and support staff as necessary. (Lead person Cat Zabiega, CT)
- Modern Languages - Continue roll-out of Languages 1+ 2. (Lead person Jill Ring, DHT)
- Outdoor Learning - Continue to develop the Outdoor Learning Area and begin to integrate aspects in to core curriculum as outdoor area develops. (Lead person Jen Innes, in collaboration with Parent Council Suzanne Stevenson and James Donachie)
- Pupil Council – Implement their infant playground project. (Lead people Pupil Council)
- Review Whole School Leadership Groups – Consideration of each class having a core leadership responsibility, children leading the journey of what they wish to develop. (Lead person Jen Innes)