

## **Improvement Planning**

### **Guidance for Schools and Centres 2021-22**

#### **Developing a manageable, measurable annual improvement plan**

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

**A statement of the School / Establishment  
Vision, Values , Aims and Curriculum Rationale**

**Our School Charter**

Be responsible  
Be respectful  
Be safe  
Be the best you can!

**Respect · Responsibility · Honesty · Fairness · Kindness**

Our Curriculum Rationale reflects the school's unique context and has been informed by our vision, values & aims, the guiding principles of A Curriculum for Excellence and the National Improvement Framework. It includes the following:

- Curriculum definition and design principles
- Entitlements for children and young people
- Experiences and outcomes and curriculum areas, courses and programmes of study
- Learning, teaching and assessment
- Personalised support
- Arrangements for reporting and parent/carer engagement
- Arrangements for self-evaluation
- Professional learning for all staff

\*See school website for full Curriculum Rationale.

	IMPROVEMENT PRIORITY	TARGETS
1	<p><b>PRIORITY 1: NURTURE</b></p> <p><b>Improvement in Children and Young People's Health and Wellbeing: Applying Nurture as a Whole School Approach</b></p>	<p><b>Applying Nurture as a Whole School Approach:</b> This will be our main priority next session, based on a universal, whole school approach to applying Nurture to improve wellbeing and learning outcomes for all children and young people. The Primary 4 teacher and pupil cohort from the previous session will lead on the development of "Big deal, little deal" across the school.</p> <p>The school will establish a Nurture room to support identified children with targeted interventions to improve their social, emotional and behavioural regulation. The Nurture Teacher and Head Teacher/Inclusion Advisor will participate in enhanced professional learning, including participation in the EDC Nurture Network. In addition, the Head Teacher will participate in the Wellbeing and Inclusion working group. Targeted interventions in Nurture will be supported by the link Educational Psychologist.</p> <p><b>Targeted Interventions in Family Learning:</b> The local authority will appoint a 1.0FTE Family Learning Assistant for session 2021/22. This will provide a more targeted approach to supporting families identified as having singular or multiple needs that are having an impact on health and wellbeing, development and/or learning. The FLA will work with the Nurture Teacher to deliver an enhanced level of support to parents/carers of children in the Nurture Room.</p> <p><b>Family Learning Programme:</b> The Family Learning Assistant will collaborate with staff and families to create universal supports that can be accessed by all families. The FLA will also plan, deliver and evaluate family learning programmes.</p> <p><b>Targets</b></p> <p><b>All children are included, engaged and involved through whole school Nurturing approaches;</b></p> <p><b>Children who access the Nurture room demonstrate improved wellbeing outcomes over time;</b></p> <p><b>Children who access the Nurture room demonstrate improved learning outcomes over time;</b></p> <p><b>All families have access to universal family learning supports; and</b></p> <p><b>Identified families have access to targeted family learning supports and interventions.</b></p>

2	<p><b>PRIORITY 2: RAISING ATTAINMENT IN LITERACY AND NUMERACY</b></p> <p><b>Improvement in Attainment, particularly in Literacy and Numeracy and Closing the Poverty Related Attainment Gap</b></p>	<p><b>Raising Attainment for All and Closing the Poverty Related Attainment Gap:</b></p> <p>This priority will support the whole school to move through and out of the pandemic, ensuring that raising attainment and achievement for all is a focus for school improvement. This will be achieved by protecting time in the collegiate calendar to revisit approaches for high quality learning, teaching, assessment and curriculum. We must ensure that all learners have the same opportunity to succeed, with a particular focus on the poverty related attainment gap (PRAG).</p> <p>Principal Teacher, working with NQT mentors, will create a development programme for newly qualified teachers and new members of staff.</p> <p>Time will be protected for staff to plan and implement targeted interventions in Literacy and Numeracy to close the poverty related attainment gap. Working groups will develop aspects of curriculum development identified through self-evaluation. Specifically, these groups will improve tools for writing (technical skills) and the use of concrete materials in Numeracy to raise attainment. Principal teachers will play a significant role in supporting class teachers to achieve this improvement priority. Pupil Equity Funding will provide additional management time to enable them to mentor class teachers, create exemplification of and model best practice and engage in team teaching. They will also support with practitioner enquiry, particularly gathering evidence/data.</p> <p>The school will re-establish robust systems and processes for quality assurance and the self-evaluation, including the quality assurance calendar.</p> <p><b>Targets:</b>  <b>Almost all learners achieve expected levels of attainment in Literacy and Numeracy in P1, P4 and P7;</b>  <b>Improved pace and challenge in Literacy and Numeracy for learners in P2 and P3; and</b>  <b>Learners at risk of not achieving in Literacy and Numeracy will improve their attainment through targeted interventions.</b></p>
3	<p><b>PRIORITY 3: DIGITAL LEARNING (YEAR 2)</b></p> <p><b>Improvement in Attainment, particularly in Literacy and Numeracy, through Digital Learning</b></p>	<p><b>Digital Learning (Year 2):</b> The Digital Leader will focus on creating skills based progression pathways, begin to integrate DL across the curriculum and create systems and processes for the effective management of digital resources.</p> <p><b>Targets</b>  <b>All learners access digital technologies to improve their learning;</b>  <b>Almost all learners have improved knowledge and skills in using digital technologies;</b>  <b>Targeted learners use digital technologies to overcome barriers to learning and raise attainment;</b>  <b>All learners demonstrate improved confidence in using digital technologies; and</b>  <b>Almost all learners have equity of access to digital technologies.</b></p>

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan		Overall Responsibility
Applying Nurture as a Whole School Approach	Improvement in Children and Young People's Health and wellbeing	School Improvement Teacher Professionalism Parental Engagement	Improvement in Children and Young People's Health and wellbeing		Head Teacher
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ...) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Head Teacher will participate in EDC Validated Self Evaluations of Nurture/Parenting and Family Learning.	June 2021	Time to meet with QIO Time to record responses to Nurture focus questions/perceptions and supporting evidence	HT	VSE Nurture – Focus questions and Responses VSE Parenting and Family Learning focus questions and responses	Completed. <i>Evidence in All Staff - Nurture</i>
Head Teacher will complete needs analysis questionnaire for EDC.	June 2021	GLOW questionnaire		This questionnaire will be measured against other data at key points and at the end of the year.	Completed.
Nurture Teacher will engage in professional reading and research: Applying Nurture as a Whole School Approach.	June 2021	Time: 4 days cover NT, funded by Daily Rate Teacher from PEF	NT	Professional Dialogue with HT Professional learning record, detailing reflections, impact and next steps.	Completed. This time to engage in professional reading was highly evaluated by the NT.
Head Teacher and Nurture Teacher will participate in enhanced training, led by	18 June 2021	Time: cover for NT and HT to reflect	HT NT	Pre and post questionnaires from EPS (Glow)	Completed.

<p>the Educational Psychology Service.</p> <p><b>Themes:</b> Setting the Scene, Nurture Principles, Adverse Childhood Experiences, Trauma, Implementation Planning and Pre and Post Measures for Self Evaluation.</p>		<p>on learning and planning.</p>			
<p>Nurture Teacher will participate in enhanced training, led by Educational Psychology Service.</p> <p><b>Themes:</b> Attachment &amp; Attunement, Setting up a Nurture Room, Small Group Selection, Behaviour that Challenges and De-escalation.</p>	<p>11 August 2021</p>	<p>Time – Inset Day 2</p>	<p>NT</p>	<p>Pre and post questionnaires from EPS (GLOW)</p>	
<p>Professional Learning for All Staff: Developing a Whole School Approach to Nurture Themes:</p> <p>Setting the Scene Nurture Principles Pillars of Nurture What Nurture is and isn't</p>	<p>10 August 2021</p>	<p>Time from August Inset Day and Collegiate Calendar</p> <p>Presentations and Advice Notes for Staff</p>	<p>HT</p>	<p>Staff Questionnaires (pre and post)/ Readiness Checklist Attunement Profiles Classroom observation profiles School environment observation profiles</p>	
<p>Professional Learning for All Staff: Introduction to <i>Big Deal, Little Deal</i>.</p>	<p>August 2021</p>	<p>Time from Collegiate Calendar</p>	<p>P4 CT</p>	<p>Class Teacher Planning and Evaluations. Feedback from pupil focus group (pre and post)</p>	

Implement this approach across the school,		Training videos created by P4 teacher and pupils Presentation		Feedback from parents/carers (pre and post) Feedback from Parent Council.	
Head Teacher and Nurture Teacher will participate in enhanced training, led by Educational Psychology Service. <b>Themes:</b> Self-regulation and Staff Wellbeing	Sept 2021	Time – cover Time to create presentations, advice notes for staff	HT NT	Pre and post questionnaires from EPS (GLOW)	
Appoint Family Learning Assistant; Plan for universal and targeted support; raise awareness of Families Together strategy and role of FLA	Oct 2021	Time from collegiate calendar Share Families Together strategy with Parent Council and Staff	FLA and SLT  SLT	Pre and post intervention data Feedback from families  Feedback from Parent Council and staff	
Gather views of parents/carers and learners at the beginning of the session (GLOW forms)	Oct 2021	Time	NT	Data analysis/strengths & difficulties Questionnaires identified by EPS	
Head Teacher will participate in EDC Wellbeing and Inclusion Group.	June 2022	Time	HT		
Scoping tasks: Identify Children and Young People to access Nurture Room/Complete individualised planning with long and short term with wellbeing and learning	End of Sept 2021	Assessments Boxall and Beyond the Boxall	SLT NT	Boxall Profiles; Strengths and Difficulties Questionnaires (SDQ); Data from Wellbeing tacking and attainment; Ferre Laevers Scale (Wellbeing and Involvement);	

outcomes. Gather and include the views of children and young people at this stage.				Observations; Planning/Evaluation of interventions and learner profiles. Data from Stirling Children's Wellbeing Scale	
Gather views of parents/carers in wellbeing assessments and individualised planning/timetable parent/carer visits to the Nurture room on a monthly basis	May 2022	Timetable of parent/carer visits	NT FLA	Parent Questionnaires (pre and post)/ Feedback from Nurture room visits and engagement data	
Set up Nurture Room environment with clear routines and structure	Oct 2021	Resources and Adaptations (Cost from PEF budget TBC)	NT	Environment Audit (Pre and Post)	
<b>Targeted Interventions in Nurture</b>	May 2022	Individualised planning, including wellbeing assessments, targeted support plans and risk assessments.	NT	Pre and Post measures including: Attendance, exclusion and request for assistance data; Attitudinal surveys; Wellbeing assessments and individualised planning for CYP.	
<b>Targeted interventions using Outdoor Learning approaches for identified children in P5-P7</b> (Link with EDC Outdoor Education Lead) <small>*If Covid mitigations allow</small>	May 2022	Individualised planning, including wellbeing assessments, targeted support plans and risk assessments.	SLT NT	Pre and post measures including: Wellbeing and attainment data; Participation and confidence surveys from pupils; Feedback from parents/carers	



Family Learning Programmes (Universal and Targeted)	May 2022	Time Resources, including printing materials (Cost from PEF TBC)	NT FLA	Pre and post measures including questionnaires, focus groups and data showing participation and positive change over time.	
Applying Nurture self-evaluation framework Linked to work in the Wellbeing and Inclusion Group	May 2022 May 2022	Time Questions and frameworks for self-evaluation	HT SLT NT	Self-evaluation data from all stakeholders	
Report on progress and achievements in Standards & Quality Report/Identify next steps	June 2022	Standards and Quality framework HGIOS (4 <sup>th</sup> Edition) Time	SLT	Evidence from self-evaluation activities in staff meetings Pupil Support Group and Team Around the Child evidence	

### Leadership and Parental and Learner Engagement Opportunities

#### *Detail parent and learner involvement in tasks if relevant*

Leadership Opportunities: Nurture teacher role, lead implementation of *Big Deal, Little Deal*

Parental engagement: Parent Council presentation; Communication with families about universal and targeted approaches;

Parent/carer participation in targeted interventions; family learning events

Learner engagement: Have your say in relation to planning for interventions, wellbeing assessments and questionnaires

Resource Requirements	Costs	Professional Learning
	<i>Please see PEF funding – detailed breakdown on last page</i>	
Nurture room adaptations	To be confirmed by local authority	<b>Develop a whole school, shared understanding of Nurture and key elements of a nurturing approach:</b> relationships; inclusion; modelling; understanding of behaviour; meaningful interactions; assessment; routine; and structure. Attachment theory and how early experiences can have a significant impact on development
Resources to support Family Learning.	To be confirmed	
Outdoor Learning Programme, in partnership with EDC	£6000.00	

		Attunement, high expectations, structure and focus on attainment and achievement 6 Nurturing Principles Trauma informed practices Adverse Childhood Experiences Self-Regulation Family learning
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Improvement Priority	NIF Priority		NIF Drivers	EDC NIF Action Plan	Overall Responsibility
Raising Attainment for All and Closing the Poverty Related Attainment Gap	Improvement in Attainment, particularly in Literacy and Numeracy & Closing the Attainment Gap between the Most and Least Disadvantaged Children		School Improvement Teacher Professionalism	Improvement in Attainment, particularly in Literacy and Numeracy & Closing the Attainment Gap between the Most and Least Disadvantaged Children	DHTs
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ....) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Analyse assessment evidence and attainment data	May 2021	Time	Leadership team	Summary of strengths and difficulties; Tracking data NIF data SNSA data for P4 and P7 Standards & Quality Report	Completed
Identify individuals/groups who require targeted interventions next session/complete transition folders for classes	June 2021	Time	SLT	Transition folders	

<p>Create wellbeing and attainment profiles for children in P1 and P4 who have not achieved as expected in the NIF; Identify/articulate gaps and set targets for achievement in Term 1 of 21-22</p>	<p>June 2021</p>	<p>Time NIF/Assessment/ Wellbeing tracking data</p>	<p>DHT/Support for Learning Leads</p>	<p>Wellbeing and Attainment profiles</p>	<p>Wellbeing and attainment profiles completed for children P4 who are not on track/achieving as expected. *Additional training required in terms of articulating gaps and planning interventions around these</p>
<p>Professional learning/training for class teachers – Curriculum courses and programmes of study; and arrangements for planning, assessment and tracking. Re-visit pedagogy for learning and teaching in Literacy and Numeracy. <b>Courses/Programmes of Study</b> Active Literacy Programme P1-P3 Taught Writing P1-P7 Strategy for teaching Reading P1-P7 Pedagogy for Number Talks Numeracy Programme P1-P7 Approaches to raising attainment</p>	<p>Aug 2021</p>	<p>Time from August Inset day and collegiate calendar Planning for Learning, Teaching and Assessment guidance. Curriculum courses and planning frameworks. Active Literacy resources</p>	<p>Leadership Team</p>	<p>Planning for Learning, Teaching and Assessment folders  Records of professional dialogue (LTA meetings)  Agendas and Minutes from staff meetings  Direct observation and children's work</p>	

Plan targeted intervention, including 5-day Literacy and Numeracy programmes Complete Universal and targeted support plans	Oct 2021	Time from October Inset day	Class Teachers, supported by L'ship team		Class teachers signed up for this in May 2021.
Class teachers to lead small group tutorials to close specific gaps for learners in Literacy and Numeracy (gaps identified through periodic and summative assessment)	May 2022	Planning for targeted interventions Wellbeing and attainment profiles for children at risk of not achieving	Class Teachers	Pre and post measures from interventions Children's work, tracking data and records of professional dialogue	Class teachers were consulted about this in June 2021. Most permanent teachers want to be involved. Tutorials will run after school on a supported study basis next session.
Create and implement professional learning programme for NQTs and new teachers (10 x 30 minute sessions)	May 2022	PT time	PTs	Staff evaluations Feedback from observations and probationer support meetings	
Working party model to develop aspects of the following: Tools for Writing and integrating concrete materials in Numeracy.	May 2022	Time in collegiate calendar Working party task planners and evaluations Practitioner enquiry evidence	Working party leads	Comparator data from 2020/21 and 2021/22 Direct observation, including peer observations Children's work and feedback	
Re-establish robust quality assurance mechanisms in the school. Create and share a calendar of self-evaluation activities, aligned with collegiate calendar.	To be shared with staff August 2021	Time in collegiate calendar Self-Evaluation calendar, detailing quality assurance activities	SLT	Evidence from all quality assurance activities: Attainment data Wellbeing data Direct observation Views of all stakeholders	

**Leadership and Parental and Learner Engagement Opportunities**

*Detail parent and learner involvement in tasks if relevant*

Leadership Opportunities: Lead working party; Lead learning through model/team teaching and mentoring approaches; Lead school improvement through practitioner enquiry; Lead tutorials to raise attainment/close specific skills gaps for learners.

Parental engagement: Come Learn with me events

Learner engagement: Have your say in relation to universal plans; pupil focus groups and

<b>Resource Requirements</b>	<b>Costs</b> <i>Please see PEF funding – detailed breakdown on last page</i>	<b>Professional Learning</b>
<p>Two maingrade PEF teachers to build capacity by undertaking the following activities to improve attainment and achievement: Supporting class teachers to use data for inform and support targeted interventions; Model teaching; team teaching; support class teachers with planning and implementing targeted interventions; support class teachers to create attainment and wellbeing profiles for learners who are not achieving as expected; facilitate additional planning/tracking meetings for learners who are not on track to achieve as expected; support models of practitioner enquiry and cover for teachers to analyse assessment data.</p>	<p><b>Total cost - £108,000</b></p>	<p>Strategies for raising attainment and achievement; Analysing and applying data and evidence; Understanding inequalities and the poverty related attainment gap; Re-visit Practitioner Enquiry in EDC; Curriculum courses and programmes of study in Literacy and Numeracy; Planning targeted interventions/Identifying SMART long and short term targets for learners; Planning for learning, teaching and assessment (universal); Creating universal and targeted support plans; and Learning programme for NQTs and new members of staff.</p>

<p>Small group tutorials in Literacy and Numeracy for targeted children. These tutorials will take place after school and be funded by supported study. 2 sessions per week for a block of 8 weeks, over 3 terms.</p>	<p><b>Total cost of Supported Study - £1,920</b></p> <p><b>Resource packs for learners - £2000</b></p>	
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Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Improvement in Attainment through Digital Learning (Year 2)	Improvement in Attainment, particularly in Literacy and Numeracy & Closing the Attainment Gap between the Most and Least Disadvantaged Children	School improvement Teacher professionalism	Improvement in Attainment, particularly in Literacy and Numeracy & Closing the Attainment Gap between the Most and Least Disadvantaged Children	Megan Jones, Principal Teacher	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ....) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Create systems and processes for digital technologies	Oct '21	Time	PT Pupil Champions	Data – Feedback Direct Observation Timetables Pupil Champion focus group	
Create Microsoft Teams pages for new classes/Professional Learning for staff on Digital pedagogy	Sept '21	Time	Class Teachers (PT will advise)	SLT to monitor Teams Pages	
Create Technologies planners, including skills based progression pathways	By Jan '22	Time			



**Leadership and Parental and Learner Engagement Opportunities**

*Detail parent and learner involvement in tasks if relevant*

Leadership Opportunities: Pupil Champions

Parental engagement: Digital learning questionnaire

Learner engagement: Surveys on Teams

**Resource Requirements****Costs**

*Please see PEF funding – detailed breakdown on last page*

**Professional Learning**

None

NQTs and new members of staff – Integrate TEAMS training in the development programme.  
How To... Guides and videos for all staff  
CLPL programme (EDC)