

# Education – Improvement Planning Document

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Establishment Name: **Lady Alice Primary and Nursery Class**

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Signatures:

Head of Establishment		Date	
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Quality Improvement Officer		Date	
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## Our Vision, Values and Aims

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**We aspire to encourage and support everyone in our school community to reach their potential in all areas of their lives.**

**Our school values which have been chosen and agreed by our school community are-**

**Honesty**

**Partnership**

**Kindness**

**Positive Attitude**

**Respect**

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019

Session 2019-2020

Session 2020-2021

# Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>Visible Learning Year 2</li> <li>Reciprocal &amp; Dialogic Teaching</li> <li>Active Literacy &amp; SEAL in P1,2,3</li> <li>Planning for assessment</li> </ul>	Visible Learning Year 3	
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>Targeted Interventions</li> <li>Improved planning processes to meet learner need</li> <li>Moderation of planning, learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Successful interventions and strategies rolled onto next stages.</li> </ul>	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>Positive Relationships Positive Behaviour Policy</li> <li>Nurture Class established GIRFEC pathways &amp; Action Planning</li> <li>Increase family learning opportunities and build the confidence of parents in supporting their children.</li> </ul>	<ul style="list-style-type: none"> <li>Nurturing classroom/school approaches widened</li> <li>Positive playground experiences</li> <li>Autism Friendly School</li> </ul>	
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> <li>Development of Inverclyde Employability Skills pathway and language</li> </ul>	<ul style="list-style-type: none"> <li>Employability Skills /World of Work week</li> </ul>	

## Pupil Equity Fund –Session 2018-2019

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### **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

Lady Alice Primary has a school roll of 199 pupils.  
105 of our pupils are in SIMD 1&2.  
FME is 60.

At 52.8%, our SIMD 1&2 is higher than the Local Authority average of 46.2%.  
At 30.2%, our FME is higher than the Local Authority average of 22.5%.

Our attendance figures for 2016/17 are 92.7% which is poorer than others within our family group of schools; this may be in part due to our current situation of being decanted to Port Glasgow while our own building is refurbished.

Exclusion figures for 2016/17 remain at 0%, we have a positive inclusion picture, lower than our family group of schools.

Lady Alice Primary became a focus school for the Attainment Challenge in Inverclyde in session 2017/18, Year 3 of S.A.C.

Our SIMD profile does not lend itself to focus on identifying the attainment gap between SIMD 1 & 2 and SIMD 9 &10. Instead we compare SIMD 1&2 with SIMD 3-10. We have a whole school focus on raising attainment for all pupils, particularly those not making expected progress for their age/stage. PIPS results show a dip in attainment at P3-5. This has been a trend for a few years.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?																																																				
<p><b>PT post</b> This post would involve supporting EYECO and ASN in creating, managing and reviewing targeted interventions as well as monitoring progress closely for identified pupils not making expected progress in Literacy and Numeracy who are SIMD 1&amp;2/FME. The role would also include supporting parental engagement alongside partner agencies.</p> <p><b>0.5 Class Teacher</b> This would allow PT to be released from class.</p> <p><b>EYECO</b> Our EYECO post is being removed from our school staffing allowance. This role would involve designing and implementing targeted interventions to support learners from P1-P4 who are not making expected progress in Literacy and Numeracy and are SIMD 1&amp;2/FME.</p> <p><b>ASN/CA</b> Supported by the PT, this post would target focus groups and individuals in P4-7 who are not making expected progress in Literacy and Numeracy and are SIMD 1&amp;2/FME.</p>		<table border="1"> <thead> <tr> <th></th> <th>Role</th> <th>£</th> <th>FTE/hrs/No</th> </tr> </thead> <tbody> <tr> <td>Teaching staff</td> <td>PT</td> <td>4,380</td> <td>1.0</td> </tr> <tr> <td></td> <td>ClassTeacher</td> <td>22,858</td> <td>0.5</td> </tr> <tr> <td>Support staff</td> <td>EYECO</td> <td>26,166</td> <td>1.0</td> </tr> <tr> <td></td> <td>ASN/CA</td> <td>12,056</td> <td>1.0</td> </tr> <tr> <td></td> <td>Wellbeing Officer (cluster)</td> <td>2583.33 (1 share of Grade D post £14,093 -15,503)</td> <td>25 hours, 46 weeks</td> </tr> <tr> <td>Supported study</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lets/transport</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Resources</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Commissioned/purchased services/partners</td> <td>Catch Up Literacy</td> <td>2800</td> <td>7 members of staff trained</td> </tr> <tr> <td></td> <td>OSIRIS</td> <td>5000 approx</td> <td>Year 2 of 3</td> </tr> <tr> <td>Other</td> <td>HQ Support</td> <td>£1990</td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Role	£	FTE/hrs/No	Teaching staff	PT	4,380	1.0		ClassTeacher	22,858	0.5	Support staff	EYECO	26,166	1.0		ASN/CA	12,056	1.0		Wellbeing Officer (cluster)	2583.33 (1 share of Grade D post £14,093 -15,503)	25 hours, 46 weeks	Supported study				Lets/transport				Resources				Commissioned/purchased services/partners	Catch Up Literacy	2800	7 members of staff trained		OSIRIS	5000 approx	Year 2 of 3	Other	HQ Support	£1990		Total				<ul style="list-style-type: none"> <li>• Assessment data will show evidence of pupil progress in Literacy &amp; Numeracy.</li> <li>• Attendance rate will show evidence of improvement.</li> <li>• Learners, Families, Partners Agencies and School Staff will use a common language of learning.</li> <li>• Teacher planning reflects that interventions are in place to address gaps in learning for pupils.</li> <li>• Classroom observations and learning observations will reflect that interventions are based on assessment data; learning will be</li> </ul>
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Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>Wellbeing Officer – Cluster To focus upon improving pupil attendance and implementation of the Attendance Matters Policy for pupils with attendance below 90%.</p> <p>Catch Up Literacy To provide training for support staff in implementing reading interventions.</p> <p>OSIRIS Continuation of the Visible Learning programme – Year 2 of 3</p> <p>HQ Support To co-ordinate the PEF plans in line with procurement procedures etc.</p>			<p>differentiated effectively.</p> <ul style="list-style-type: none"> <li>• Pupil, parent and staff questionnaires.</li> <li>• Teacher feedback, pupil self and peer assessment comments</li> <li>• Pupil Report comments from pupils, parents and teachers.</li> </ul>

# Plan –Session 2018-2019

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Teacher professionalism Assessment of children's progress Performance information	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	<b>Other Drivers</b> <b>HGIOELC?</b> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's progress <b>RRS</b> Article 28: (Right to education):

### Expected outcomes for learners which are measurable or observable

- Pupils will experience strengthened learning opportunities across Literacy & Numeracy which will be reflected in increased attainment.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Inverclyde Literacy & Numeracy Pathways will be adopted for all stages in the school and used	Full transition to use of new planners – August 2019	All teaching staff EYECO's	Inverclyde Planners – Numeracy & Literacy



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
to inform planning, next steps and teacher professional judgements			
1.2 Develop a system for identifying and tracking children’s achievements within the Nursery class.	January 2019	SMT SEYECO EYECO’s	Inverclyde Early Years bundling approaches
1.3 Increased opportunities for working together at early level e.g. moderation of planning & assessment.	On-going	SMT SEYECO EYECO’s Early Level Teachers	School level moderation materials Cluster level moderation materials Authority level moderation materials
1.4 Review the school and nursery planning processes to ensure that the recording of information focuses upon evaluative statements which clearly identify learners’ needs, progress made, ongoing challenges and achievements.	Full implementation of new planning process by June 2019	SMT SEYECO EYECO’s Teachers	Short term working party – planning for learning, teaching and assessment to overhaul planning processes within the school based on Education Scotland advice
1.5 Further embed Reciprocal Teaching in primary and nursery classes.	August 2018-June 2019	CMO Literacy Teachers EYECO’s	Staff CPD Training Stage/Level Partnership planning. Peer Visits

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.6 Familiarise staff with the approaches of Dialogic Teaching.	August 2018-June 2019	CMO Literacy Teachers EYECO's	Staff Meeting Staff CPD Training

#### Evidence of Impact

- Staff will have a clear understanding of the expected standard of recording of progression and attainment in Literacy & Numeracy.
- Monitoring of pupil progress and the planning processes in the Nursery and School demonstrate clearly that staff are using the planners to help deliver high quality learner experiences.
- The planned moderation activities and outcomes meet fully the cluster and Inverclyde authority moderation expectations; teacher professional judgements of pupil learning will be accurate.
- Teaching and learning reflect strongly assessment strategies and planned curriculum coverage. Evaluative statements allow staff to better plan the next steps in learning for individual learners, groups and classes. Transition information is strengthened allowing the next teacher to better plan learning outcomes for pupils.

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information Parental engagement	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.5 Management of resources to promote equity 2.5 Family learning 1.2 Leadership of learning 1.1 Self-evaluation for self-improvement	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 3.2 Securing Children's progress 1.5 Management of resources to promote equity 2.5 Family learning 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment  <b>RRS</b> Article 28: (Right to education): Article 2 (Non-discrimination):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Improved attendance figures for pupils with FME and/or in SIMD 1&amp;2</li> <li>Improved attainment for pupils with FME and/or in SIMD 1&amp;2 and LAC</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Ensure that the data collected on pupil assessment and progress is shared more clearly with classroom teachers and support staff, so that they can effectively plan their teaching to meet the needs of all learners.	Ongoing – updated following tracking periods	SMT  Class Teachers	Data Pack  SEEMIS TPJ  PiPS  SNSA

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			Classroom assessment data
<p>1.2</p> <p>Planning meetings should include interrogation of data and discussion about how it should be used to inform planning.</p>	On-going – 4 times per year	SMT Class Teachers	Data Pack SEEMIS TPJ PiPS SNSA Classroom assessment data Classroom Observations
<p>1.3</p> <p>Increased focus on challenging Teacher professional judgement in the 6 weeks running up to the TPJ uplift from SEEMIS through SMT conversations</p>	On-going – 3 tracking periods per year	SMT Class Teachers	Data Pack SEEMIS TPJ PiPS SNSA Classroom assessment data Classroom Observations Jotter Monitoring
<p>1.4</p> <p>Increase the use of differentiation in classes to increase pace and challenge.</p>	March 2019	SMT Class Teachers	Knowledge into Action Paper –

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			<p>Differentiated Learning in Numeracy and Mathematics</p> <p>Monitoring of jotters, planning etc.</p> <p>Moderation of planning</p>
<p>1.5</p> <p>Highlight current best practice in moderation through use of suite of training materials on Moderation Hub.</p>	<p>January – December 2018</p>	<p>SMT</p> <p>Class Teachers</p>	<p>Moderation Hub suite of materials</p>
<p>1.6</p> <p>Update planning approaches to improve the learner experience</p>	<p>September 2018</p>	<p>SMT</p> <p>Working Party of Teachers &amp; EYECO's</p>	<p>Education Scotland advice – Key features of effective planning.</p>
<p>1.7</p> <p>Visible Learning Year 2</p> <p>Teachers will deepen their understanding of Visible Learning with a focus upon creating a shared language of learning and building assessment capable learners.</p>	<p>August 2018 – June 2019</p>	<p>Impact Coaches</p> <p>Teachers</p> <p>SMT</p> <p>Parents</p>	<p>Osiris training for teaching staff</p> <p>Impact Coaches will lead Visible Learning support with staff.</p> <p>Visible Learning Action Plan</p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.8 Continue to apply Attendance Matters Policy to reduce absence figures for pupils.	On-going	SMT  Admin Staff  Wellbeing Officer (shared in Cluster, PEF intervention)  Multi-agency (as appropriate)  Parents	Attendance Matters Policy  Wellbeing Officer

Evidence of Impact
<ul style="list-style-type: none"> <li>• Pupils are more effective in describing their learning journey as teaching staff and support staff are better able to articulate and support the needs of their learners.</li> <li>• Lesson observations and subsequent professional dialogue reflect upon the planned interventions and support for pupils.</li> <li>• Learners are aware of their current level of attainment and can articulate this when setting targets for the future.</li> <li>• Pupils experience differentiation, personalisation, choice and challenge in their learning which has been planned to meet their needs.</li> <li>• Teacher judgements and the planning for future learning activities reflect the evidence gathered on pupil attainment and achievement.</li> <li>• Teacher and pupil comments in Pupil Reports reflect a shared understanding of pupil progress.</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Parental engagement Assessment of children's progress Performance information School Improvement	<b>HGIOS?4</b> 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 2.5 Family learning 2.7 Partnerships 3.2 Raising attainment and achievement	<b>Other Drivers</b> <b>HGIOELC?</b> 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's progress 2.4 Personalised support <b>RRS</b> Article 28: (Right to education): Article 3 (Best interests of the child):

**Expected outcomes for learners which are measurable or observable**

- Boxall Profile results show pupil progress.
- Pupil needs are met in a targeted and systematic manner.

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Ensure that Inverclyde's revised PRPB policy is embedded across the school community and is being implemented consistently by all staff.	January 2018 - June 2019	SMT All school & Nursery staff	Highlight and promote use of policy with teachers, EYECO's and Support Staff Engagement sessions/reflective questions
1.2	August – June 2018/19	SMT Whole School Staff	PRPB

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
PRPB to be a regular feature on Support, Nursery & Teacher Staff Meeting agendas.			
1.3 Revisit the principles of the Inverclyde GIRFEC Pathway and Named Person service to ensure that the processes used to identify and respond to learners' needs are reflected in the wellbeing assessment and action plans.	January 2018 - June 2019	DHT SEYECO Teachers EYECO's	SEEMIS Wellbeing Application
1.4 Clear action plans to be created for ASN pupils, where appropriate reflecting pupil needs	August 2018 – June 2019	DHT Parents/Carers Pupil Teaching staff EYECO Support Staff Educational Psychology External Agencies	SEEMIS Wellbeing Application Pupil Assessment Data
1.5	November 2018	SMT	Inverclyde GIRFEC guidance/reference materials.



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Create a school rationale for the Inverclyde GIRFEC pathways – What do we offer as Universal? etc.		Educational Psychology	
1.6 Nurturing Approaches <ul style="list-style-type: none"> <li>• Appointment of Nurture Teacher.</li> <li>• Set up of Nurture Room.</li> <li>• Pupils to be identified for Nurture Group.</li> <li>• Boxall profiling to be undertaken.</li> <li>• Termly progress meetings between SMT and Nurture Teacher.</li> <li>• Staff training on Principles of Nurture</li> <li>• Regular Meetings between Class Teachers &amp; Nurture Teacher.</li> </ul>	August 2018 – June 2019	Attainment Challenge Nurture Teacher Class Teachers SMT Coaching & Modelling Officer – Nurture	Boxall Profiling Nurture Training. Coaching and Modelling Officer implementation guidance.
1.7 Increase parental engagement through a range of partnership opportunities including Families Connect.	August 2018 – November 2018	Families Connect – Action for Children CLD - Shari Wright PT EYECO	Families Connect Training Day Families Connect Resource Pack

### Evidence of Impact

- School ethos reflects a nurturing approach which helps to further strengthen the relationships between learners, staff, the families and the wider community.
- Wellbeing assessments and action plans are recorded fully upon the Wellbeing Application, where required.
- Wellbeing assessments and action plans are linked well to the processes of meeting pupil needs within the classroom.
- Observations of learning and teaching
- Discussions with learners
- Discussions with teachers
- GIRFEC questionnaire
- Families Connect data

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> Parental engagement Teacher professionalism Assessment of children's progress	<b>HGIOS?4</b> 3.3 Increasing creativity and employability 2.2 Curriculum 2.3 Learning, teaching and assessment	<b>Other Drivers</b> <b>HGIOELC?</b> 3.3 Developing creativity and skills for life 2.2 Curriculum 2.3 Learning, teaching and assessment <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Learners articulate their understanding of employability skills and relate them to their learning.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Employability Skills development to be highlighted within teacher planning.	August 2018 – June 2019	SMT  Teachers  EYECO's	Inverclyde Employability Skills pathways
1.2 Use the language of the Inverclyde Employability Skills pathways in classroom plenaries and discussions.	August 2018 – June 2019	SMT  Teachers  EYECO's	Inverclyde Employability Skills pathways

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Invite a range of external visitors to speak with classes about key employability skills.	August 2018 – June 2019	PT  External speakers e.g. library staff, mechanic, dentist etc.  Parents	

Evidence of Impact
<ul style="list-style-type: none"> <li>• Teacher planning materials</li> <li>• Minutes of staff meetings</li> <li>• Discussions with pupils</li> </ul>