



## Lady Alice Primary and Nursery Class Improvement Plan 2016/2017



## **Our school**

- ❖ Our school is non-denominational and is situated in *Greenock*.
- ❖ Our present role is 238 and we have 9 classes in total.
- ❖ We have our own nursery class for 24/24 children aged 3-5 years. We have provision for two and half day placements for working families.

*Inverclyde Academy* is our associated secondary school

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

**Honesty**

**Partnership**

**Kindness**

**Positive Attitude**

**Respect**

## **Our vision**

At Lady Alice Primary and Nursery Class we aspire through a caring approach and in partnership with parents, carers, other agencies and the whole school community to provide a holistic approach to the education and wellbeing of all our children, families and staff. Through this approach we will encourage and support everyone to reach their potential in all areas of their lives.

## School Leadership

### The Quality and impact of leadership within schools and at all levels

HGIOS 4/ HGIOELC- 1.2 1.4

Further develop leadership skills of all teaching staff by giving them areas of responsibility and opportunities to lead whole school initiatives.

Where are we now?	What do we want to achieve?	How will we get there?	Who will lead?	Which partners will be involved	Timescale
Some teachers have taken on leadership roles in science, maths and IT	To develop leadership skills of all teaching staff and support them to lead development within the school	Through PRD process identify areas of interest and expertise. Work with staff to develop an action plan with achievable targets	HT		By June'17

#### How will we know we have achieved this?

All teaching staff will have led a whole school development and will be able to support other staff in their area of expertise.

More staff will have undertaken leadership training.

Through annual PRD process further development of skills will be identified.

## Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

HGIOS 4/ HGIOELC - 2.3

We will engage with the Attainment Challenge team to take forward our practice in raising attainment for all.

In discussion with staff and engaging with research we will develop an effective approach to professional development of all staff.

We will moderate methodology, across the Inverclyde Academy Cluster, for the explicit teaching of mental maths strategies

Where are we now?	What do we want to achieve?	How will we get there?	Who will lead?	Which partners will be involved	Timescale
We are aware of the good work being undertaken by the Attainment Challenge team and have accessed some training in SEAL, Visible Learning and literacy.	All our teaching staff to have a clear understanding of teaching strategies which will raise attainment for all. Teachers will be confident in using these in class and nursery.	CPD sessions with Coaching and Mentoring Officers. Visits to other establishments and follow up professional dialogue.	HT DHT Literacy co-ordinator Maths co-ordinator	Attainment challenge team Psychological Service	By June '17
We use a variety of approaches to CPD linked to improvement plan for teaching staff.	Effective use of curriculum development hours to raise attainment for all.	Investigate most effective CPD delivery through engaging with research.	Mr Coyle CT		By Dec '16
We have worked with cluster schools to investigate the teaching of mental maths.	Develop Inverclyde Academy Cluster Numeracy Policy through the establishment of a Professional Learning Community Model.	Establish learning communities consisting of second level teachers and Inverclyde Acad Maths teachers	Inverclyde Acad strategic maths group	CMO for 2 <sup>nd</sup> level numeracy	By June '17

**How will we know we have achieved this?**

**Teachers will have attended CPD sessions and the impact of this will be documented in their plans.**

**Change in classroom practice will be evident during class visits and staff will be able to confidently discuss impact of any changes.**

**Teaching and nursery staff will have engaged with research and curriculum development sessions will have had a positive impact on learning and teaching.**

**Inverclyde Cluster learning community will have been established and will have carried out professional enquiry projects which will have been shared with the rest of the cluster.**

**We will have contributed to Inverclyde Academy cluster's numeracy policy.**

## Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

HGIOS 4 / HGIOELC - 2.5

We aim to establish a school improvement team comprising of management team, teaching staff, support staff, parents, other agencies and community partners to take forward self-evaluation and the improvement agenda.

We will support our FASTWORKS group to encourage more parents/ carers to become involved.

Where are we now?	What do we want to achieve?	How will we get there?	Who will lead?	Which partners will be involved	Timescale
We self-evaluate in groups and use questionnaires to collect the views of parents and pupils.	Greater involvement of all partners in the self-evaluation process.	We will recruit members from a range of partners who will meet weekly.	HT SEYECO	Parents Pupils Home/ school link Community partners- possibly chaplain	Group set up by Sept'16 and reporting on a monthly basis
Our parents have recently formed a FASTWORKS group to support each other and their children.	We would like to see an increase in numbers regularly attending this group and parents' confidence in getting involved in the school increased.	Parents will have an input at P1 induction days. We will work with parents and support them to organise events to encourage greater parental participation.	K. Docherty- EYECO Parents	CLD	By Feb '17

How will we know we have achieved this?

Our school improvement team will be meeting regularly and will be influencing the school improvement with their findings. Our Parents' group will have increased numbers and parents/ carers will be more confident and more able to support their children's education.

## Assessment of Progress

**Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.**

HGIOS 4 / HGIOELC - 3.2 2.3

Raising of attainment levels in literacy and numeracy are a priority for our management and teaching staff this session.

We will encourage pupils involvement in reflecting on their progress and setting targets.

Teachers will have further developed their skills in analysing data

Where are we now?	What do we want to achieve?	How will we get there?	Who will lead?	Which partners will be involved	Timescale
We have recently collated all our data onto an excel document. We discuss PIPS scores/ reading test results with class teachers.	Management and teaching staff making full use of available data to examine progress and ensure early intervention as required.	Sharing data with staff including nursery staff and interrogating results as a staff team. Regular tracking meetings- once a term or more frequent if required.	HT/ DHT	Attainment challenge data officer	June '17
All pupils have a learning log and P7 pupils have e portfolio to document learning. Nursery use profiles to share learning with parents.	Consistency of approach throughout the school. High quality entries by pupils. Learning shared with parents / carers.	Planned lessons at all levels on use of reflective language and setting targets. Staff discussion on impact of children reflecting on learning and on effective feedback.	SG/ VA		March '17

**How will we know we have achieved this?**

All pupils will be regularly reflecting on their learning and will be able to discuss targets and success criteria. They will confidently talk about their learning.

Teaching and nursery staff will have access to data and this will be discussed and tracked regularly.

## School Improvement

The overall quality of education provided in Lady Alice Primary and Nursery Class and our effectiveness in driving further improvement.

HGIOS 4 / HGIOELC - 1.1 2.2 2.3

P1 classes will benefit from a structured, active approach to learning of phonics.

Planning will be manageable, clearly identifying what has to be learned and responsive to children's interests.

All classes will be using the outdoor environment to effectively enhance their learning and skills development.

Where are we now?	What do we want to achieve?	How will we get there?	Who will lead?	Which partners will be involved	Timescale
Our primary one classes use Jolly Phonics and a range of approaches.	A consistent approach to the teaching of phonics which will be active and structured. Parents will be supporting this at home. Phonological awareness being taught in nursery class and supported by Sfl teacher	Input from Attainment Challenge CMO. Introduction of active phonics by P1 teachers.  On-going staff development and peer support Parent curriculum workshops	P1 Teachers Literacy co-ordinator Sfl Teacher	Attainment challenge staff	Throughout session 2016/17
Our nursery staff plan responsively using floor books to involve children and record their learning	A consistent approach to planning at the early level	P1 staff will visit nursery and observe planning procedures. Joint planning meetings	SEYECO		By March'17
Most classes have some outdoor learning planned during the course of the year. Nursery children have outdoor learning on a daily basis.	Planned outdoor learning experiences for all levels.	Series of suggested lessons will be available for all staff. Visits to nursery outdoor learning environment and other nurseries to observe outdoor learning.	CMcG	Grounds for Learning	By June'17



**How will we know we have achieved this?**

**Pupils in P1 will be experiencing an active, structured approach to learning phonics and this will be supported at home. Our PIPS results will reflect an increased knowledge of phonics.**

**Nursery staff will be providing a range of activities to promote phonological awareness.**

**Our nursery and P1 staff will be planning together to ensure progression within the early level.**

**All classes will be making effective use of the outdoor environment and pupils will be able to reflect on their experiences outdoors.**

## Ensuring Wellbeing, equality and inclusion

**The impact of the school's approach to wellbeing which underpins pupils' ability to achieve success.**

HGIOS4/ HGIOELC 3.1

**Pupils' regular attendance at school will have a positive impact on their attainment and achievements.**

**Parents will be confident that their children are safe at school and that instances of bullying are dealt with consistently and rigorously in line with Inverclyde Policy.**

**A structured programme throughout the school will develop children's emotional intelligence.**

**Introduction of GIRFEC pathway, child's plan and named person service.**

Where are we now?	What do we want to achieve?	How will we get there?	Who will lead?	Which partners will be involved	Timescale
Attendance is monitored on a weekly basis by HT and letters sent home if there are concerns	A consistent approach to monitoring of attendance which will see an increase in attendance figures	Staff development session on Inverclyde's Attendance Policy and the importance of regular attendance Parent input on importance of regular attendance	MT	Home/ link officer	By June '17
Bullying incidents are dealt with and recorded. Parents are involved at early stage	All incidents of bullying being dealt with in accordance with Inverclyde's policy.	Sharing of policy with staff, parents and pupils. Behaviour policy revised in line with PRPB and bullying policy	DHT		By DEC'16

Although emotional intelligence is taught at all levels we do not have a whole school programme to support this and ensure progression.	Progression between and within levels in the teaching of emotional intelligence,	Introduction of Creating Confident Kids at all levels. Sharing learning with whole school community.	DHT		Throughout 16/17 session
MT have had training on wellbeing applications, child's plans and GIRFEC pathway	Wellbeing assessments will be undertaken and action plans established as required. Successful move from SAI to GIRFEC pathway	HT will undertake Named Person training. Wellbeing assessments will be carried out throughout the session.	HT/ DHT	Psychological Services	By June '17
Nursery staff have attended training on Five to Thrive.	Five to thrive integrated into practice and having a positive impact on learning and relationships.	Use test for change professional enquiry to evidence and enhance parental engagement. Share this with all staff.	SEYECO	EYC Library services	By Dec '16

### How will we know we have achieved this?

**Improved attendance statistics throughout the school.**

**Staff, parents and pupils will be aware of Inverclyde's Bullying Policy and any incidents of bullying will be dealt with in accordance with this policy.**

**Creating Confident Kids resources will be being used at all levels and pupils will be able to discuss feelings. All classes will celebrate their learning at assemblies.**

**Child plans will be in place as required.**

**Wellbeing assessments will have been carried out and action plans in place.**

**More parents engaged in nursery activities and able to support children at home.**

## Maintenance areas

**Science-** We will continue to provide a range of suitable resources to support our science programme. Our Science co-ordinator will support class teachers to deliver effective science lessons. We will continue to adapt and add to our current science programme. During a science week parents will be invited to work with all pupils from nursery to P7.

**IT-** Teachers will follow our new IT programme and give feedback to our IT co-ordinator who will update and adapt the programme as required.

**1+2-** Our 1+2 co-ordinators will continue to support teachers to use resources and deliver lessons which build on previous learning. We will involve parents in learning of French.

**Restorative Practices-** We will revisit PRPB and restorative practices and ensure that all staff are aware of the benefits of using restorative practices to deal with distressed behaviour.

To continue to improve and develop planning procedures in the nursery.

## Cluster Priority- operational action plan

### Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.

#### Next Steps

Implement 2015/16 Cluster recommendations to improve pupils’ working memory, concept of number and efficient use of mental maths strategies.

Moderate methodology, across the Inverclyde Academy Cluster, for the explicit teaching of mental maths strategies through a Professional Learning Community model.

What?	Who?	When?	Links
Agree the key features of Inverclyde Academy Cluster’s Numeracy Learning Community	Cluster HTs PT Maths	Cluster Meeting: 25 <sup>th</sup> Aug 2016	1.3 Leadership of Change
Launch Numeracy Learning Community to establish vision, rationale and format. Establish Learning Community Trios.	HT KO PS HT W PS HT LA PS PT Maths 2 Primary teachers per school and 5 Secondary teachers	30 <sup>th</sup> Aug 2016	1.4 Leadership and Management of Staff 2.7 Partnerships

Plan Professional Enquiry based on team teaching/sharing of most effective practice.	PT Maths 6 Learning Community Trios(2 Primary, 1 Secondary)	15/16 Sep 2016 (P7 Taster Days)	1.2 Leadership of learning 2.7 Partnerships
Carry out Professional Enquiry.	PT Maths 6 Learning Community Trios(2 Primary, 1 Secondary)	Sep 2016 – Feb 2017	1.2 Leadership of learning 2.3 Learning, teaching and assessment
Sharing of Professional Enquiry.	Cluster HTs PT Maths 6 Learning Community Trios(2 Primary, 1 Secondary)	March 2017	2.7 Partnerships 3.2 Raising attainment and achievement
Develop Inverclyde Academy Cluster Numeracy Policy Develop Inverclyde Academy Professional Learning Community Model.	Cluster HTs PT Maths	April 2017	1.1 Self-Evaluation for Self-Improvement 2.3 Learning, teaching and assessment 2.7 Partnerships
<p>Evidence we will gather and monitor:</p> <ul style="list-style-type: none"> <li>• Self-evaluation activities of schools of HGIOS 4 QIs noted above</li> <li>• Observations of learning and teaching</li> <li>• Discussions with learners about numeracy learning</li> <li>• Discussions with teachers about impact of Professional Learning Community Trios</li> <li>• Notes from meetings</li> <li>• PRD and Professional Learning Plans</li> <li>• Records of assessment</li> </ul>			

## Future priorities 2017-2019

### 2017/18

- North Lanarkshire Literacy rolled out to P2
- SEAL at all levels including nursery
- Visible learning introduced to all classes
- Further development of leadership skills for staff preparing for promotion
- Use Inverclyde Academy Cluster community learning model for other curricular areas

### 2018/19

- Introduction of third language (Spanish)
- Progression framework for Social studies and RME
- Continue to roll out active literacy programme
- Continued development of phonological awareness in nursery