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| **Session 2021 -2022 Improvement Plan - Cowdenbeath Primary School** | **A close up of a logo  Description automatically generated** |

**School Improvement Priority 1: Raising attainment through targeted pupil support and digital technologies**

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| **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people's health and wellbeing * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | | |
| **Focused Priority:**  This session we will focus on personalising learning, teaching and assessment to further build on our universal, additional and intensive support approaches.  **Why is this important now?**  The global pandemic had huge potential to impact negatively on pace, progression and attainment. We were able to minimis this impact through our approach to facilitating intensive support for the learners we identified as worst affected. We know the approach we developed last year was effective through the tracking and assessment data we generated, as well as through our combined CfE declarations, which although lower that previously reported pre-covid-19, was better than the previous year’s declaration and our stretch aim. We obviously wish to build on this and would like to attain 80%+ attainment in literacy and numeracy by the end of the session. We also had green shoots of success with some of our approaches to home learning and the way we can use digital technologies to support effective learning, teaching and assessment. We want to further develop a more consistent use of these resources and approaches to support our raising attainment goals. | | | | | | |
| **Nif Drivers** | | | | **HGIOS4 Quality Indicators** | | |
| **school leadership** | **teacher professionalism** | | **parental engagement** | **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 | | |
| **PERFORMANCE INFORMATION** | **SCHOOL IMPROVEMENT** | | **ASSESSMENT OF CHILDREN’S PROGRESS** |
| **Expected Impact** | | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Pupils will:**   * Have improved engagement in their learning. * Realise Improvements in their attainment data for literacy and numeracy. * Be able to talk confidently about their learning.   **School team will:**   * Have improved confidence in moderation and assessment. * Generate and use assessment data efficiently   **Families will:**   * (through discussions with teachers and PSAs) be better equipped with practical ways to support their child’s healthy physical, social, emotional and cognitive growth at home. | | Review school planning formats to ensure these support planning for assessment and support a clear assessment methodology | | **SLT, Teachers, PSAs**  **Working Parties**   * Staff team to identify which IP working party is most relevant to their interests and skillset. Subsequent roles and responsibilities will be clearly identified through action planning and collegiate planning minutes.   **Pupils and families**   * to be involved through active engagement through lesson planning, auditing, PFGs and FFGs   **School Raising Attainment team: Adele, Emma, Lynette, Chelsey** | Iterative Audit data: baseline, comparative, formative assessment of staff, pupil and family views.  Pupil Focus Group feedback.  Families Focus Group feedback.  Assessment matrices  Summative and formative assessments.  Model for Improvement PDSA cycles plans and statistical data. | Terms 1 & 2 |
| As a staff, collectively engage in professional reading ad discussion around creative curriculum, engagement and motivation. | | Termly |
| Groups of children for intensive additional support to be identified at termly Liaisons. SMART targets to be agreed for raising attainment, with further assessment data reviewed throughout term. | | Termly |
| Review opportunities for using digital technologies to support school and home learning. | | Terms 1 & 2 |
| Agree a consistent calendar approaches to assessment using existing resources (IDL, Big Maths, Big Writing, PM Benchmarks, Education City, Sumdog…) | | Term 1 |
| Review existing digital learning resources to identified opportunities for enhanced use for personalised learning. | | Terms 1 & 2 |
| Distribute Home Learning devices to all relevant pupils | | Term 1 |
| **Ongoing Evaluation** | | | | | | |
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**School Improvement Priority 2: Empowerment through collaboration with pupils and families**

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| **National Improvement Framework Priority:**   * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | | |
| **Focused Priority:**  This session, we want to increase the number of meaningful opportunities for staff, pupils and families to have collaborative ownership of the school and the school improvement methodology.  **Why is this important now?**  We had previously begun to look at how we could improve whole school empowerment and had begun to make some in-roads through improvements in collegiate working, family engagement and pupil voice and ownership. We also had some strengths in supporting adult and family learning. Due to the precautions taken with regards to the global pandemic, many of these green shoots were curtailed as pupils and teaching staff were balkanised into class groups with fewer opportunities for wider school empowerment and collaboration. Similarly, we were unable to engage with our families by inviting them into the school. We would like to now consider, not only how we can resume the good practice we began to develop, but also to explore ways in which we can make these practices resilient and sustainable should further covid precautions be resumed. | | | | | | |
| **Nif Drivers** | | | | **HGIOS4 Quality Indicators** | | |
| **SCHOOL LEADERSHIP** | **teacher professionalism** | | **PARENTAL ENGAGEMENT** | **1.1** Self-evaluation for self-improvement  **1.2** Leadership of learning  **1.3** Leadership of change  **2.7** Partnerships | | |
| **performance information** | **SCHOOL IMPROVEMENT** | | **assessment of children’s progress** |
| **Expected Impact** | | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Pupils will:**   * have increased engagement in school improvement.   **School team will:**   * have increased leadership opportunities for school improvement.   **Families will:**   * have increased engagement in school improvement.   **School will:**   * have more meaningful, resilient, and sustainable approaches to school improvement. | | Pupil led school assessment through engagement with How Good is OUR School resource, parts 1 & 2. | | **SLT, Teachers, PSAs**  **Working Parties**   * Staff team to identify which IP working party is most relevant to their interests and skillset. Subsequent roles and responsibilities will be clearly identified through action planning and collegiate planning minutes.   **Pupils and families**   * To be involved through active engagement through lesson planning, auditing, PFGs and FFGs | Iterative Audit data: baseline, comparative, formative assessment of staff, pupil and family views.  Pupil Focus Group feedback.  Families Focus Group feedback.  Audits.  Termly whole school community update newsletters.  Model for Improvement PDSA cycles plans and statistical data. | Term 1 |
| In partnership with pupils, identify suitable next steps. And implement | | By end of term 1 then reviewed termly |
| Reinstate termly Pupil Focus Groups for self-evaluation purposes where pupils are selected by their lucky number. | | Term 1 |
| Develop termly Family Focus Group for self-evaluation purposes where families are selected by their lucky number. School will then actively seek views on School Improvement. | | Term 1 |
| In partnership with Parent Council, review opportunities for enhancement and wider family engagement. | | By end of term 1 then reviewed termly |
| Review existing family engagement practice to identify opportunities for enhancement. | | By end of term 1 then reviewed termly |
| Identify opportunities for adult and family learning. | | By end of term 1 |
| Resume adult and family learning activities. | | Term 2 and reviewed termly |
| **Ongoing Evaluation** | | | | | | |
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**School Improvement Priority 3: Building positive relationships through nurture principles**

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| **National Improvement Framework Priority:**   * Improvement in children and young people's health and wellbeing * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | | |
| **Focused Priority:**  This session, we will support our pupils in developing their understanding and practice of nurturing relationships in the way they interact with each other.  **Why is this important now?**  We have had a strong focus in developing our nurture practice across the school for a number of years. This has primarily focused on what the adults in school do. Over the last session, increasing concerns were raised by the whole school community regarding negative pupil behaviours directed towards each other. This perceived increase in negative inter-personal behaviours may have been exacerbated through the precautions taken due to the global pandemic. | | | | | | |
| **Nif Drivers** | | | | **HGIOS4 Quality Indicators** | | |
| **SCHOOL LEADERSHIP** | **TEACHER PROFESSIONALISM** | | **PARENTAL ENGAGEMENT** | **1.1** Self-evaluation for self-improvement  **1.3** Leadership of change  **2.1** Safeguarding and child protection  **2.4** Personalised support  **2.7** Partnerships  **3.1** Ensuring wellbeing, equality and inclusion | | |
| **performance information** | **SCHOOL IMPROVEMENT** | | **assessment of children’s progress** |
| **Expected Impact** | | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Pupils will:**   * have a better understanding of bullying behaviours and their causes. * experience less incidents of threatening, aggressive and bullying behaviours by other children. * feel happier, safer and more secure. * Have improved self-esteem and confidence.   **School team will:**   * manage less incidents of threatening, aggressive and bullying behaviours across the school. * have increased confidence in managing bullying behaviours effectively and consistently. * feel better supported to help children manage their relationships.   **Families will:**   * have a better understanding of bullying behaviours and their causes. * feel more confident that the school is managing bullying behaviours effectively. | | Review and anti-bullying policy at school level. | | **SLT, Teachers, PSAs**  **Working Parties**   * Staff team to identify which IP working party is most relevant to their interests and skillset. Subsequent roles and responsibilities will be clearly identified through action planning and collegiate planning minutes.   **Partners**   * Seek collaborative links with specialists including, respect-me and educational Psychologist, pupil support services and Police Scotland   **Pupils and families**   * To be involved through active engagement through lesson planning, auditing, PFGs and FFGs   **Kirsty M, Nurture Teacher** | Iterative Audit data: baseline, comparative, formative assessment of staff, pupil and family views,  Pupil Focus Group feedback  Families Focus Group feedback  Audits  Frequency tracking of Pastoral Notes  Frequency tracking of Pupil Engagement and Participation Logs  Termly whole school community update newsletters  Model for Improvement PDSA cycles plans and statistical data.  Nurture Planning | Term 1 |
| Update existing anti-bullying policy at school level. | | Term 1 |
| Share revised antibullying policy with pupils and families for feedback and input for further revision input. | | At start of Term 2 |
| Develop effective safety planning around pupils displaying and experiencing bullying behaviours. | | By end of term 2 |
| Work with pupils and families to challenge destructive, commonly helped, community beliefs linked to gender and aggression. | | Termly |
| Develop a 3-tier support approach to building positive relationships: Universal, additional and intensive support. | | Term 2 |
| Teachers to deploy Treehouse resource to support better mental and emotional health. | | Term 1 |
| Reinstate formal Nurture Groups and Kitbag sessions. | | Term 2 – Covid-19 precautions permitting |
| Coordinate a timetable of support inputs from Police Scotland and other relevant partner agencies. | | Term1 onwards |
| As a staff, collectively engage in professional reading and discussion around After The Adults Change, Paul Dix. | | Term1 onwards |
| **Ongoing Evaluation** | | | | | | |
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**ELC Improvement Priority 1: Raising attainment by developing consistent, high-quality early years pedagogy**

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| **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people's health and wellbeing * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | | |
| **Focused Priority:**  This session we will focus on personalising learning, teaching and assessment to further build on our universal, additional and intensive support approaches. We will achieve this by developing our approaches to observations, interactions, planning and tracking.  **Why is this important now?**  The global pandemic had huge potential to impact negatively on pace, progression and attainment. We also had an entirely new ELC team and were offering new types of provision. These two factors put some limits on what we could achieve last session and although we know from our self-evaluation processes that we have made positive inroads to building new systems and structures to deliver high-quality experiences and outcomes for learners, we now want to build on this. We know high-quality learning experiences and early interventions are essential to help children realise their potential.  This is especially true for reducing the poverty-related attainment gap. | | | | | | |
| **NIF Drivers** | | | | **HGIOELC Quality Indicators** | | |
| **school leadership** | **teacher professionalism** | | **parental engagement** | 2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | | |
| **PERFORMANCE INFORMATION** | **SCHOOL IMPROVEMENT** | | **ASSESSMENT OF CHILDREN’S PROGRESS** |
| **Expected Impact** | | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Pupils will:**   * Have a richer high-quality lived experience in the nursery. * Have detailed and consistent, high quality assessments of their development mapped in their PLJs * Deeper engagement of pupils in their learning through play. * Have realised Improvements in attainment data for literacy, numeracy and health and wellbeing.   **ELC team will:**   * Have increased practitioner confidence in moderation and assessment through observation, interactions, tracking and reporting. * Have increased cohesion working together to realise, consistent high-quality learning experiences for our pupils.   **Families will:**   * (through discussions with confident, informed ELC team members) be better equipped with practical ways to support their child’s healthy physical, social, emotional and cognitive growth. | | Complete team self-evaluation using HGIOELC. This will give a baseline and identify opportunities for specific enhancements that can be taken forward with relevant PDSA cycles and action plans | | **EYOs, SEYOs, EYLO, NT, EYDO, EYPT and SLT**   * team members to identify which aspects of NIP is most relevant to their interests and skillset. Subsequent roles and responsibilities will be clearly identified through PDSA cycles, action planning and collegiate planning and appraisals.   **Pupils and families**   * to be involved through active engagement through little voices, family groups and workshops, parent chats, engagement activities at drop-off and collection | Iterative Audit data: baseline, comparative, formative assessment of staff, pupil and family views.   * Little Voices feedback. * Families Focus Group feedback. * Assessment matrices * PLJ’s * Learning Walls * ELiPS   Early Level Benchmark tracking to inform planning and next steps  Nursery planning formats  Model for Improvement PDSA cycles plans and statistical data. | Terms 1 & 2 |
| Engage in relevant professional reading around ELC Pedagogy, in particular: observations, interactions, tracking and reporting. | | Term 2 onwards |
| Termly 1:1 meetings with ELC team and SLT to discuss and monitor leadership successes and opportunities for development. | | Termly |
| Develop consistent use of Seesaw and new PLJs to record and report successes | | Termly |
| Review nursery planning formats to ensure these support planning for assessment and support a clear assessment methodology | | Reviewed termly |
| Groups of children and individuals to be identified on a termly basis for intensive additional support (in nursery and at home where possible). | | Reviewed termly |
| SMART targets to be agreed for raising attainment, with further assessment data reviewed throughout term. | | Reviewed termly |
| Allocate a team Professional development spaces (physical and virtual) to record working memory of developments and activities. | | Terms 1 & 2 |
| Learning Walls and PLJs to be updated frequently to record working memory of pupil experience. | | Reviewed termly |
| **Ongoing Evaluation** | | | | | | |
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**ELC Improvement Priority 2: Empowerment through collaboration with pupils and families**

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| **National Improvement Framework Priority:**   * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | | |
| **Focused Priority:**  This session, we want to increase the number of meaningful opportunities for staff, pupils, and families to have collaborative ownership of the nursery and the nursery improvement methodology.  **Why is this important now?**  The global pandemic continues to impact on the way we work, and although we have developed new and creative ways to build and maintain productive partnerships with our parents, we wish to build on this and are hopeful that there will be more scope this session. We know that partnerships with families and early interventions are key factors in pupil’s life-long and life-wide success.  We would like to now consider how we can resume the good practice we began to develop or previously provided, as well as exploring ways in which we can make these practices resilient and sustainable should further covid precautions be resumed. | | | | | | |
| **NIF Drivers** | | | | **HGIOELC Quality Indicators** | | |
| **SCHOOL LEADERSHIP** | **teacher professionalism** | | **PARENTAL ENGAGEMENT** | 1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.5 Family learning  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | | |
| **performance information** | **SCHOOL IMPROVEMENT** | | **assessment of children’s progress** |
| **Expected Impact** | | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Pupils will:**   * have increased engagement in nursery improvement.   **ELC team will:**   * have increased leadership opportunities for nursery improvement.   **Families will:**   * have increased engagement in nursery improvement.   **ELCC will:**   * have more meaningful, resilient, and sustainable approaches to nursery improvement. | | Self-evaluation of our existing partnership working and the ways we engage with families using HGIOELC | | **EYOs, SEYOs, EYLO, NT, EYDO, EYPT and SLT**   * team members to identify which aspects of NIP is most relevant to their interests and skillset. Subsequent roles and responsibilities will be clearly identified through PDSA cycles, action planning and collegiate planning and appraisals.   **Pupils and families**   * to be involved through active engagement through little voices, family groups and workshops, parent chats, engagement activities at drop-off and collection | Iterative Audit data: baseline, comparative, formative assessment of staff, pupil and family views.   * Little Voices feedback. * Families Focus Group feedback. * Assessment matrices * PLJ’s * Learning Walls * ELiPS   Nursery planning formats  Model for Improvement PDSA cycles plans and statistical data. | Terms 1 & 2 |
| In partnership with pupils and their families, identify suitable next steps and implement. | | Term 2 |
| Explore opportunities for increased family interactions: family learning groups, breakfast cafes, PEEP, Bookbug… | | Term 2 onwards (covid guidelines) permitting |
| Develop termly Family Focus Group for self-evaluation purposes where families views and perspectives are actively sought re nursery improvement. | | Termly |
| In partnership with Parent Council, review opportunities for enhancement and wider family engagement. | | Term 2 |
| Identify opportunities for pupils to have more ownership of the ELC environment and nursery improvement. E.g., structured approach to little voices and increased ownership of learning walls. | | Term 2 onwards |
| Create a calendar of parent engagement activities | | Term 1 |
| Audit and develop the use of digital technologies to report parents: seesaw, Sway, Nursery Twitter, Facebook, Web page… | | Term 1 |
| **Ongoing Evaluation** | | | | | | |
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**ELC Improvement Priority 3: Developing our shared vision, values and aims**

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| **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people's health and wellbeing * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | | |
| **Focused Priority:**  This session, we wish to review our existing vision values and aims to see if they are still relevant and to amend these where required. We want our nursery community to have shared ownership of this.  **Why is this important now?**  We had an entirely new ELC team and were offering new types of provision last session. These two factors meant that we had to build, from the ground up, new systems and structures for working to best meet the needs of our children and families.  Furthermore, we were trying to establish these new routines during the global pandemic and the various aspects of frequent change that brought. We made significant inroads with this and it was evident from our self-evaluation processes and family feedback that our families and children value and appreciated the service we have been able to provide. One aspect that did come through the evaluations however was that the ELCC team did not feel that they had full ownership of the nursery’s vision values and aims. The new team inherited these from a previous incarnation of the nursery and identified that they want to review and engage more with what this should be going forward, to ensure that we are realising our moral purpose. | | | | | | |
| **NIF Drivers:** | | | | **HGIOELC Quality Indicators** | | |
| **SCHOOL LEADERSHIP** | **TEACHER PROFESSIONALISM** | | **PARENTAL ENGAGEMENT** | 2.2 Curriculum  2.3 Learning, teaching and assessment  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing children’s progress | | |
| **performance information** | **SCHOOL IMPROVEMENT** | | **assessment of children’s progress** |
| **Expected Impact** | | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **All Stakeholders will:**   * Have a shared understanding of our vision, values and aims which will underpin our work and relationships | | Review existing Vision Value and Aims. Workshop suggested enhancements. | | **EYOs, SEYOs, EYLO, NT, EYDO, EYPT and SLT**   * team members to identify which aspects of NIP is most relevant to their interests and skillset. Subsequent roles and responsibilities will be clearly identified through PDSA cycles, action planning and collegiate planning and appraisals.   **Pupils and families**   * to be involved through active engagement through little voices, family groups and workshops, parent chats, engagement activities at drop-off and collection | Iterative Audit data: baseline, comparative, formative assessment of staff, pupil and family views.   * Little Voices feedback. * Families Focus Group feedback. * Assessment matrices * PLJ’s * Learning Walls * ELiPS   Early Level Benchmark tracking to inform planning and next steps  Nursery planning formats  Model for Improvement PDSA cycles plans and statistical data. | Terms 1 and 2 |
| Share suggestions with families for feedback | | Term 2 |
| Agree shared vision and update curriculum rationale | | Term 2 |
| Identify opportunities and relevant action planning, to raise the profile and relevance of our shared vision values and aims through life and work of the nursery and communication with families. | | Term 2 onwards |
| **Ongoing Evaluation** | | | | | | |
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