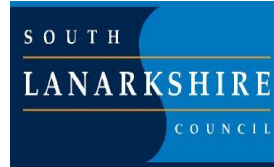


**Education Resources
Curriculum and Quality Improvement Service**

Libberton Primary School

**Improvement Plan
2018 - 2019**





**Education Resources
Curriculum and Quality Improvement Service**

Contents

1. Libberton PS 3 Year Improvement Plan Overview
2. Libberton PS Strategic Improvement Plan
3. Libberton PS Operational Improvement Plan (Action Plan)
4. Libberton PS Maintenance Plan
5. Libberton PS PEF Plan

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> School leadership ✓✓✓ Teacher professionalism ✓✓✓ Parental engagement ✓✓✓ Assessment of children’s progress ✓✓✓ School improvement ✓✓✓ Performance information ✓✓✓ 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement ✓✓✓ 1.2 Leadership for learning ✓✓✓ 1.3 Leadership of change ✓✓✓ 1.4 Leadership and management of staff ✓✓✓ 1.5 Management of resources to promote equity ✓✓✓ 2.1 Safeguarding and child protection 2.2 Curriculum ✓✓✓ 2.3 Learning teaching and assessment ✓✓✓ 2.4 Personalised support 2.5 Family learning 2.6 Transitions ✓✓✓ 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress ✓✓✓ 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning ✓✓✓ 	Transforming Learning and Teaching ✓✓✓
		Implementing Curriculum for Excellence ✓✓✓
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties ✓✓✓
		Skills for Learning, Life and Work ✓✓✓
		Professional Learning ✓✓✓
		Leadership (Change and Improvement) ✓✓✓
Strategic Priorities 3 Year Cycle		
2016-2017	2017- 2018	2018-2019
<ol style="list-style-type: none"> Raise attainment in numeracy (P1-P7) by improving learning and teaching, implementing effective use of assessments and robust systems of planning, tracking and monitoring in numeracy Developing Young Workforce (BLC) 	<ol style="list-style-type: none"> As 2016 2107 but focus on reading /phonics/spelling Tracking & Monitoring Numeracy (BLC) 	<ol style="list-style-type: none"> As 2016 2107 but focus on writing/talking and listening Pupils leading Their Learning H&WB focusing on transitions (BLC)

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> 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 Improvement in employability skills and sustained positive school leaver destinations for all young people. 		<p><u>Collaboration and consultation</u></p> <table border="1"> <thead> <tr> <th><u>Who?</u></th> <th><u>When?</u></th> <th><u>How?</u></th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>CAT</td> <td>Questionnaires HGIOS4</td> </tr> <tr> <td>Pupils</td> <td>Across the term</td> <td>Focus groups Questionnaires</td> </tr> <tr> <td>Parents</td> <td>Termly</td> <td>PC meetings</td> </tr> </tbody> </table>	<u>Who?</u>	<u>When?</u>	<u>How?</u>	Staff	CAT	Questionnaires HGIOS4	Pupils	Across the term	Focus groups Questionnaires	Parents	Termly	PC meetings
<u>Who?</u>	<u>When?</u>	<u>How?</u>												
Staff	CAT	Questionnaires HGIOS4												
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<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<p>SLC Education Resources Themes</p> <p>Transform Learning and Teaching/Implement CfE </p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work </p> <p>Professional Learning </p> <p>Leadership (Change and Improvement) </p>												

Strategic Improvement Planning for Libberton PS: Overview of Strategic Priorities for Session Session: 2018 2019

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
<p>1 To raise attainment in Literacy and English, focusing on talking and listening, through improved approaches to learning, teaching and assessment</p>	<p>✓</p>	<ul style="list-style-type: none"> ➤ To raise attainment in Literacy and English, focusing on writing, through improved approaches to learning, teaching and assessment ➤ Raised attainment in reading and writing as a result of improvements in listening and talking. ➤ Increased confidence in teaching and learning in listening and talking. ➤ Improved approaches to teaching and learning. ➤ Consistent approaches to planning, learning, teaching and assessment which ensure progression. ➤ Increase staff confidence in judgment of pupil achievement of a level and understanding across and within each CfE level through engagement in learning visits and moderation activities. ➤ Increased pupil involvement in gathering assessment information to demonstrate progression and achievements. ➤ Increased attainment evidenced through monitoring and tracking and assessment results 	<ul style="list-style-type: none"> ➤ Analysis and evaluation of intelligence and data. ➤ Analysis of attainment results. ➤ Professional engagement, collegiate working resulting in moderation of standards ensuring a robust approach. ➤ Self-evaluation for self-improvement methods: ➤ learning conversations ➤ class visits ➤ Forward plan dialogues ➤ Tracking and monitoring dialogues ➤ Teacher led learning and teaching reviews 	

<p>2 To raise attainment in Literacy and English, focusing on writing, through improved approaches to learning, teaching and assessment</p>	<p>✓</p>	<p>To raised attainment in numeracy and mathematics.</p> <ul style="list-style-type: none"> • Improved approaches to teaching and learning to address areas identified for improvement. • Raised attainment in reading and talking & listening as a result of improvements in writing. • Consistent approaches to planning, learning, teaching and assessment which ensure progression. • Staff confident in the language and methodology of writing. • Increase staff confidence in judgment of pupil achievement of a level and understanding across and within each CfE level through engagement in learning visits and moderation activities. • Increased pupil involvement in gathering assessment information to demonstrate progression and achievements. • Increased attainment evidenced through monitoring and tracking and assessment results. 	<ul style="list-style-type: none"> • Analysis and evaluation of intelligence and data. • Analysis of attainment results. • Professional engagement, collegiate working resulting in moderation of standards ensuring a robust approach. • Self-evaluation for self-improvement methods: • Learning conversations • Class visits • Forward plan dialogues • Tracking and monitoring dialogues • Teacher led learning and teaching reviews 	
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Strategic Priority	PEF	<ul style="list-style-type: none"> ○ Intended Impact 	<ul style="list-style-type: none"> ○ Measures of Success 	Actual Impact
<p>3 To raise attainment and achievement by empowering children to understand where they need to go as learners and how to get there.</p>		<ul style="list-style-type: none"> ○ Learning is planned so that children can build on what they already know and can do. ○ Staff are more confident in using AfL strategies to work with children to set clear learning intentions, to identify appropriate success criteria and to offer effective feedback to learners. ○ Staff use summative and formative assessments to engage with students to discuss plans for improvement and next steps in learning. ○ Learners are given feedback on their work and understand what they have done well and what they need to do to improve ○ Learners build independence, critical thinking skills, perseverance and self reflection ○ Learners develop their Learning Profile to evidence their learning, self reflection and feedback ○ Parents are more involved in their children's learning and aware of their areas to improve 	<ul style="list-style-type: none"> ○ Learning conversations ○ Pupil profiles ○ Classroom visits ○ Pupils focus groups ○ Planning meetings ○ Tracking and monitoring dialogues ○ Parent/teacher/pupil meetings 	

Operational Improvement Planning (Action Plan) for Libberton PS:

Session:

Strategic Priority 1: To raise attainment in Literacy and English, focusing on talking and listening, through improved approaches to learning, teaching and assessment

National Improvement Framework Key Priorities				
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> School leadership ✓ Teacher professionalism ✓ Parental engagement ✓ Assessment of children's progress ✓ School improvement ✓ Performance information ✓ 		<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement ✓ 1.2 Leadership for learning ✓ 1.3 Leadership of change ✓ 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum ✓ 2.3 Learning teaching and assessment ✓ 2.4 Personalised support ✓ 2.5 Family learning 2.6 Transitions ✓ 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress ✓ 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	Resources	*Comments
Audit current approach	Martyn O'Donnell (PT)	Aug-Sept 2018	SLC Literacy benchmarks CATX1	✓
Analyse and evaluate current attainment data identifying gaps	Martyn O'Donnell (PT)	Aug-Sept 2018	SLC Tracking CAT X1	

Develop whole school approach to teaching and learning of talking and listening using Crosshouse Talking & Listening Resource. To include a progressive programme and policy for planning, learning and teaching, assessment and recording progress	Martyn O'Donnell (PT)	Sept –Oct 2018	Crosshouse Talking and Listening CAT X2	
Classes pilot the programme	All staff led by SMT	Oct- Dec 2018		
Share practice, review outcomes and impact of new approach	All staff led by SMT	Jan 2019	CAT X1	
Engage in moderation activities using achievement of a level materials, progression framework and Education Scotland benchmarks	All staff led by SMT	March 2019	CAT X1	
Analyse and interrogate Literacy and English attainment data of classes trialing our new programme.	All staff led by SMT	May 2019	CAT X1	

Strategic Priority 2: To raise attainment in Literacy and English, focusing on writing, through improved approaches to learning, teaching and assessment

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 					
<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership ✓ • Teacher professionalism ✓ • Parental engagement ✓ • Assessment of children’s progress ✓ • School improvement ✓ • Performance information ✓ 		<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement ✓ • 1.2 Leadership for learning ✓ • 1.3 Leadership of change ✓ • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum ✓ • 2.3 Learning teaching and assessment ✓ • 2.4 Personalised support ✓ • 2.5 Family learning • 2.6 Transitions ✓ • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress ✓ • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 		<p>SLC Education Resources Themes</p> <ul style="list-style-type: none"> 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) ✓ 	
<p>Key Actions (How)</p>		<p>*Lead Person</p>	<p>*Timescale</p>	<p>Resources</p>	<p>*Comments</p>
<p>Audit current approach against Benchmarks</p>		<p>Laura Forde (PT)</p>	<p>Oct 2018</p>	<p>Staff and pupil audits</p>	
<p>Analyse and evaluate current attainment data identifying gaps</p>		<p>Laura Forde (PT)</p>	<p>Oct 2018</p>	<p>SLC Tracking & Monitoring data</p>	

Develop whole school approach to teaching and learning of writing. To include a progressive programme and policy for planning, learning and teaching, assessment and recording progress	Laura Forde (PT)	Oct –Dec 2018	Talk4Writing PM Writing	
Classes pilot the programme	All staff	Jan – March 2019	Peer visits Class visits Parent Info sessions	
Share practice, peer visit, review outcomes and impact of new approach	All staff	March 2019		
Engage in moderation activities using achievement of a level materials and benchmarks	All staff	April 2019		
Analyse and interrogate Literacy and English attainment data of classes who were trialing our new programme.	All staff led by Laura Forde	May 2019		

Strategic Priority 3: To raise attainment and achievement by empowering children to understand where they need to go as learners and how to get there.

National Improvement Framework Key Priorities				
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> School leadership ✓ Teacher professionalism ✓ Parental engagement ✓ Assessment of children’s progress ✓ School improvement ✓ Performance information ✓ 		<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement ✓ 1.2 Leadership for learning ✓ 1.3 Leadership of change ✓ 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum ✓ 2.3 Learning teaching and assessment ✓ 2.4 Personalised support ✓ 2.5 Family learning 2.6 Transitions ✓ 2.7 Partnership ✓ 3.1 Ensuring wellbeing, equality and inclusion ✓ 3.2 Raising attainment and achievement/Securing children’s progress ✓ 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	Resources	*Comments
Timeline for Pupil Leading Learning: <ul style="list-style-type: none"> Metacognition Learning Conversations with teacher/set targets Learning profile set up and developed with children to track learning and progress 	Joanne Campbell	Aug- Dec 18	HGIOS 4 Our Good is OUR School, parts 1 and 2	(separate sheet outlining timeline to pilot learning conversations/Learning Profiling and review in Dec)

<ul style="list-style-type: none"> ○ Showcasing Learning with parents and peers ○ Learning Walls in class to display/discuss\ assess learning ○ Review/Next Steps 				
<p>Staff CPD-to develop a shared understanding of</p> <ul style="list-style-type: none"> ○ Learning about learning/metacognition ○ AfL ;Learning intentions/success criteria/feedback ○ Learning Conversations ○ Learning Walls 	All staff led by Joanne Campbell	Aug –Dec. 18	HGIOS 4 Our Good is OUR School, parts 1 and 2	Collaborative work with Wiston/Auchengray/Walston on pedagogy

Libberton PS Maintenance Improvement Planning

Session: 2018 2019

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● School leadership ✓ ● Teacher professionalism ✓ ● Parental engagement ● Assessment of children’s progress ✓ 	<ul style="list-style-type: none"> ● 1.1 Self Evaluation for self-improvement ✓ ● 1.2 Leadership for learning ✓ ● 1.3 Leadership of change ✓ ● 1.4 Leadership and management of staff ✓ ● 1.5 Management of resources to promote equity ✓ ● 2.1 Safeguarding and child protection ● 2.2 Curriculum ✓ ● 2.3 Learning teaching and assessment ✓ ● 2.4 Personalised support ✓ ● 2.5 Family learning 	<p>Transform Learning and Teaching/Implement CfE ✓</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work ✓</p>

<ul style="list-style-type: none"> • School improvement ✓ • Performance information ✓ 	<ul style="list-style-type: none"> • 2.6 Transitions ✓ • 2.7 Partnership ✓ • 3.1 Ensuring wellbeing, equality and inclusion ✓ • 3.2 Raising attainment and achievement/Securing children's progress ✓ • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning ✓ 	Professional Learning ✓ Leadership (Change and Improvement) ✓
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Key Actions (from previous plans)

- L3- pilot Spanish P4-7 and introduce IDL topic focusing on eg Spain/Germany with a language slant
- DYWF- Continue to embed Career Education Standards across all curricular areas
- Literacy :Introduce Dyslexia Toolkit (postponed from ;ast session)
- Continue to embed Planning/Assessment/Moderation model across the curriculum using CfE Benchmarks
- Numeracy –continue to embed effective use of assessment and robust system of tracking and monitoring in numeracy.

Strategic Improvement Planning for Libberton PS

Session: 2018 2019

Pupil Equity Fund Overview

Allocation: £ 12000

National Improvement Framework Key Priority

Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

At Libberton Primary, the majority of our children live in SIMD 5 and 26% of our children are receiving FSM. 32% of our roll are identified as having ASN (SLC 23%) and 7% are Looked after away from Home (SLC 0.9%). These issues are spread across the school and they prove a particular challenge in a multi- composite class.

Our numbers are small and this makes it difficult to use comparative data, but this year 92% of our children across P1, P4 and P7 scored 'High' in SNSA.

For children receiving FSM, their gaps in reading and numeracy have been identified and targeted to receive 1:1 support e.g. Five Minute Literacy Box, 5 Minute Numeracy Box, Catch Up Literacy and Catch Up Numeracy. Last session we had limited support staff hours but we managed to give limited intervention to each of these children which has had significant impact with of the 8 FSM children now achieving at or above their expected score in

an online literacy assessment. Next session, by using PEF funding to augment SSA hours, we aim to increase the length and number of these sessions.

In addition, we recognise that Libberton is a rural area and there is a limited source of extra curricular activities available to all children. In a recent questionnaire of both pupils and parents, a recurring theme was to increase the number of clubs. At present, we do offer some after school clubs both at lunchtime and after school in which most children participate, but this is on an ad hoc basis and is dependent on staff/volunteers/level of expertise. Next session we plan to use PEF funding to enable a SSA to coordinate these activities; to find out from the children what kinds of clubs they would prefer, to set up an annual overview and link in with Healthy Schools Plus who are setting up a database of activities on offer locally.

Last session, 2017 2018, our PEF Funding was targeted mainly at literacy, using novels as a context, to develop reading and writing skills. We employed a teacher to enable us to split each class into smaller, differentiated groups to give more focused support and challenge. This had a positive impact and 93% are now meeting their milestones in writing and 87% in reading . This session we plan to build on this success and embed these higher order reading strategies and link them to talking and listening skills.

INTERVENTION THEMES	ORGANISER	TYPE OF INTERVENTION	NUMBER IN TARGETED GROUP	SPECIFIC INTERVENTION	WHAT MEASURE/TRACK	EVALUATIVE STATEMENT
Literacy Numeracy	Phonics Spelling Reading Basic numeracy	Additional SSA hours for 1:1 support from trained staff either PEF teacher or SSA	8	Catch Up Literacy Catch Up Numeracy 5 Minute Literacy Box 5 Minute Numeracy Box	<ul style="list-style-type: none"> ○ Attainment results ○ Planning meetings ○ Learning conversations ○ ASP/Action Plan 	
H&WB	PE PSE	Additional SSA hours to develop and run a planned programme of extra curricular activities to develop H&WB	Whole school (focus on FSM children)	Set up programme of extra curricular activities to raise achievement and develop PSE and H&WB	<ul style="list-style-type: none"> ○ Focus groups ○ Participation H&WB survey (from Learning Community) ○ Uptake figures ○ Hi 5 Achievement Award 	
Literacy	Reading Writing	Differentiated reading/writing sessions to support and challenge as appropriate	Whole school	PEF funding to cover 0.2 additional staffing to work with class teachers to split each class into smaller groups for writing	<ul style="list-style-type: none"> ○ Writing folder ○ Tracking ○ Learning Conversations ○ Planning/review meetings 	

