



Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable 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.



Clober Primary School and Early Years Centre Improvement Plan 2020-21

Head Teacher: Catriona Marshall



Aspire Respect Achieve Enjoy



Vision, Values , Aims and Curriculum Rationale

Our Vision and Values

Vision: All schools in the Douglas Academy Cluster have a shared vision: **Working Together, Respecting Others, Pursuing Excellence**

Values: Aspire, Respect, Achieve, Enjoy

- ✓ The rights of all as we strive for equality and fairness through the UN Convention on the Rights of the Child
- ✓ Every person as an individual, promoting equality irrespective of age, race, gender, ability and belief;
- ✓ A supportive and stimulating environment which promotes achievement, effort and success in learning, life and work;
- ✓ Positive attitudes and actions towards the health and wellbeing of all;
- ✓ Positive partnerships between home, pupils, staff and community;
- ✓ The environment, and strive to foster a caring attitude towards our world.

Our curriculum rationale:

Consultation has taken place with pupils, parents and staff to revise our curriculum rationale in session 2019-20 and this will be completed session 2021/22 (see SIP Priority 1).

Currently, our curriculum rationale is the following:

Clober Primary strives to provide the very best quality learning experiences and progress in attainment and achievement for all children. There is a strong emphasis on Health and Wellbeing within the school and nursery. We strive to support learners and are proactive in addressing areas of wellbeing support through effective pastoral care. We have an excellent ethos which is evident when speaking to staff and pupils. This is developed through the care and dedication staff demonstrate when speaking to the children about their learning and achievements, both within and out with school.

We have a very strong emphasis on togetherness and Children's Rights which are tied to our Social Studies programme. We strongly believe that as a school we should develop the four capacities (Confident Individuals, Responsible Citizens, Effective Contributors and Successful learners) within all children. We provide opportunities for 'connected' and 'active' approaches to learning and value different learning styles and needs of the individual.



Our Vision, Values and Aims are tied closely to our Curriculum Rationale. Within this we have outlined particular focus at each level of Curriculum for Excellence. We see all curricular areas as important and we discuss learning through the 7 principles and 4 contexts of learning during professional dialogue with all staff and the Senior Management Team.

Each child will have a particular pathway through their education. Learner conversations enable us to listen to individuals, shaping their future through a differentiated and stimulating learning environment. Staff work with pupils to set learning targets and review these during a given lesson as well as projecting longer term goals in the Learning Journeys.

Particular importance is paid to the following areas as the child progresses through the school:-

At Early level a stronger emphasis is placed on:

- Literacy and Numeracy skills both through oral, written and practical application
- A vocabulary rich curriculum environment with a very high importance being placed on reading and its associated skills
- Healthy relationships and the establishment of rights and responsibilities which make children build resilience and citizenship from an early age.

At First level a stronger emphasis is placed on:

- Literacy through written application and links through reading into writing
- Mathematical application and clear understanding of number patterns and links between numbers
- Presentation and standards of written work
- Building and sustaining healthy relationships

At Second level a stronger emphasis is placed on:

- Collaborative working and developing skills for life, learning and work
- Literacy through discussion, persuasion and debate – both in oral and written form
- Reading linked to reciprocal methods where higher order reading skills are consolidated
- Numeracy and mathematics through problem solving approaches where children understand and can apply such approaches to real life situations – e.g. Financial awareness
- Expressive Arts – developing a creative and expressive mind
- Health and wellbeing – being aware of social, emotional and physical needs of the body

Learner conversations are key to all of the above and this is strongly embedded through Assessment for Learning strategies. Information Communication Technology is also a key driver, together with Physical Education and Outdoor Learning - all equipping children with the skills for living and learning in the 21st Century. All of the above is dependent on the level of ability of each child as an individual. The 'Stronger emphasis' section is what we deem very important at key stages – however it is not exhaustive.

**Attainment Profile including Pupil Equity Fund- Detail the context of the school in relation to SIMD and the attainment profile referencing PEF**

We are a non-denominational and co-educational school with 13 primary classes from P1 to P7 at a roll of 334 in June 2021.

Our school and ELCC catchment area consists of a mixture of local authority and owner occupied housing.

17% live in SIMD 1-10, 83% live in SIMD 10-20 and none of our school community live in SIMD 1-2.

8% are entitled to free school meals.

0.5% of our children have English as an additional language and 0.3% are looked after and accommodated.

PEF funding has been allocated to staffing in order to support attainment in literacy and numeracy and we have made a significant investment in health and wellbeing to ensure our pupils feel included and ready to learn. Our attainment figures show that most children achieve the expected level by the end of P1, 4 and 7, with achievement of early level higher than last session.

| CfE levels 2021 | Reading | Writing | Listening and Talking | Numeracy |
|---------------------------------|----------------|----------------|------------------------------|-----------------|
| Early level (end of P1) | 84% | 84% | 98% | 91% |
| First level (end of P4) | 88% | 73% | 92% | 88% |
| Second level (end of P7) | 72% | 75% | 75% | 72% |



| | IMPROVEMENT PRIORITY | TARGETS |
|---|---|---|
| 1 | Curriculum Rationale Curriculum Design Education Recovery | <ul style="list-style-type: none">• Revise the curriculum to ensure that the curriculum rationale is reflected and that curricular connections are made, including outdoor learning, play pedagogy and digital learning• Enhance pedagogy using the principles of visible learning to deliver the curriculum• Deliver literacy and numeracy recovery to targeted groups |
| 2 | Literacy: Writing and Assessment | <ul style="list-style-type: none">• Implement Talk for Writing across the school• Revise writing assessment to reflect the benchmarks at early, first and second level• Moderate the assessment of writing to ensure teacher judgements are consistent and robust |
| 3 | Health and Wellbeing | <ul style="list-style-type: none">• Continue to develop nurturing approaches throughout the school and through small group learning in the Rainbow Room.• Support the health and wellbeing of all our children and families• Ensure staff are supported in their wellbeing |



| Improvement Priority | NIF Priority | | NIF Drivers | | EDC NIF Action Plan | Overall Responsibility |
|--|---|--|---|---|---|------------------------|
| Curriculum Rationale Curriculum Design | Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged | | School improvement Teacher professionalism Performance Information | | Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged | HT |
| 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> | |
| This priority was completed in part in session 2019/20; curricular teams were established and work began on revised programmes of study. | | | | | | |
| Work in teams at Early, First and Second level and across levels to develop the curriculum in a cohesive manner; making connections between curricular areas and decluttering and adapting the current curriculum framework using the refreshed narrative. | Dec 21 | Current curricular structure Education Scotland IDL guidance/refreshed narrative guidance Examples of IDL planning at Early, First and Second levels Collegiate time and inservice (1 x staff meeting) | HT | The curriculum is cohesive and easy to follow. Connections are made and there is no duplication. Learner progress is evident. | | |



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| | | 1 x inservice day, October) | | | |
| <p>Work in teams at early, first and second level to adapt planning for outcomes not covered by IDL contexts:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Science • Technologies • Languages • Expressive Arts <p>to ensure progression and continuity.</p> | March 22 | Staff cover: £228 per day x 9 days = £2052 in Term 2 | HT | <p>Progression pathways in place.</p> <p>Teams share ideas and good practice to enhance the curriculum.</p> <p>Learner progress is evident.</p> | |
| <p>Continue to build on outdoor learning experiences. Build these in to IDL contexts.</p> | June 22 | <p>Teacher feedback from last session</p> <p>Outdoor learning champion</p> <p>Learner feedback</p> <p>Professional reading: Education Scotland, outdoor learning books in the staff library</p> <p>Professional dialogue</p> <p>2 x staff meetings</p> <p>1 day cover for outdoor learning champion to collate good practice = £228</p> | HT | <p>Staff continue to engage in quality outdoor experiences with learners.</p> | |



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| Teachers and Early Years Workers will work together to develop the play pedagogy in P1. | June 22 | Professional reading resources Play training courses (EDC) Visits to other establishments to observe play – 3 x 1 day cover at £228 per day = £684 Professional enquiry and discussion | HT | P1, EYC teachers and early years workers will deliver play pedagogy which is consistent across early level. | |
| Professional enquiry: use the work of John Hattie to plan, teach and assess the curriculum with a focus on raising attainment for all learners. | June 22 | John Hattie “Visible Learning for Teachers” Collegiate time throughout the year (3 x staff meetings with focus on planning, teaching and assessment, additional professional enquiry linked to PRD/CLPL) | HT | Learning and teaching is enhanced. Positive impact on learners. Class observations/ peer triangulation reflect the impact of professional enquiry. | |
| Teacher 0.8fte to deliver literacy and numeracy intervention to targeted groups | Aug 2021 – March 2022 | 0.8 Teacher £27,940 SfL materials | DHT | Progress of targeted groups is improved | |
| Teacher 0.8fte to work with numeracy and literacy champs | March 2022 | Cover for staff one day each = 2 x £228 = £456 | DHT | Staff are confident on the approaches and | |



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| on interventions to ensure sustainability | | | | resources used to support all learners | |
| Teacher 0.8fte to work with teaching staff on numeracy intervention and adapt planning accordingly | March 2022 | Cover for teaching staff to meet with 0.8fte; 7 days (half day per stage) = £1596 | DHT | Numeracy and maths planners are clear and easy to follow | |
| Leadership and Parental and Learner Engagement Opportunities | | | | | |
| <p><i>Detail parent and learner involvement in tasks if relevant</i></p> <p>Outdoor learning champion 0.8fte teacher working with and leading staff Staff leading learning in curricular teams Learners and parents contribute to the refreshed curriculum through the use of How Good Is OUR School and parent consultation Pupil focus groups Parent surveys</p> | | | | | |
| Resource Requirements | | Costs <i>Please see PEF funding detailed breakdown on last page</i> | | Professional Learning | |
| Time for groups to meet (through Teams if not in person) | | Staff cover at £228 per day x 10 = £2280 P1 staff visits cover at £228 per day x 3 = £684 £2000 to develop play pedagogy in P1 | | Refreshed Narrative Education Scotland materials EDC Teams and LPGs Leadership Courses (Improving Our Classroom, SCEL teacher and middle leadership) John Hattie “Visible Learning for Teachers” (purchased previously) | |



| Pupil Equity Target | Objectives | Impact for Pupils in Deciles 1 2 | Cost | Review Evaluation |
|---------------------------------------|--|--|---|-------------------|
| Improvement in Literacy Skills | <ul style="list-style-type: none">• SLT and class teachers to identify learners requiring support from tracking and CfE data• 0.8fte Support for Learning (SfL) teacher will provide targeted 1:1 or small group intervention for children in: Phonics, reading and comprehension Spelling, grammar and writing• SfL teacher to work alongside class teacher to ensure continuity and positive impact of targeted interventions in class• Resources will be purchased to support literacy intervention• Focused teaching in all classes on reading skills: | Learners will receive support in core skills to enable them to make progress | 0.8fte Teacher Aug 21 – Mar 22: £27,940 | |



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| | inferential questions and finding information | | | |
| Improvement in Numeracy and Maths Skills | <ul style="list-style-type: none">• SLT and class teachers to identify learners requiring support from tracking and CfE data• 0.8fte Support for Learning (SfL) teacher will provide targeted 1:1 or small group intervention for children in: Four operations Telling the time Problems in context• SfL teacher to work alongside class teacher to ensure continuity and positive impact of targeted interventions in class• Resources will be purchased to support numeracy intervention• Focused teaching in all classes on numeracy skills: | Learners will receive support in core skills to enable them to make progress | 0.8fte Teacher Aug 21 – Mar 22: £27,940 | |



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| | fractions, decimals and percentages | | | |
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| Improvement Priority | NIF Priority | NIF Drivers | | EDC NIF Action Plan | Overall Responsibility | |
|---|---------------------------------------|---|---|---|---|---|
| Writing: Teaching and Assessment | Improvement in attainment in literacy | School improvement Teacher professionalism Assessment of children's progress Performance Information | | Improvement in attainment in literacy | HT | |
| 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> |
| Implement Talk for Writing across the school to improve the writing pedagogy. | | Oct 2021 | Talk for Writing teacher guides (already purchased) Programme of study (devised 2020/21) Collegiate time for discussion CLPL linked to PRD | All teachers P1-P7 Anna Cook Jill Chapman | Teachers will understand the Talk for Writing approach and use this to enhance pedagogy in the teaching of writing. Learners will benefit from interactive writing sessions which build on AiFL approaches to ensure progression of skills. | |
| Revise writing assessments to reflect the benchmarks at early, first and second level | | June 2022 | Examples of writing assessment formats | HT Anna Cook Jill Chapman | Assessments will reflect the benchmarks and support judgements | |



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| | | (e.g. Bearsden cluster) Benchmarks Collegiate time: 2 staff meetings and In service day in February | | around achievement of a level. | |
| Moderate the assessment of writing to ensure teacher judgements are consistent and robust | June 2022 | Children's writing Writing assessment format Collegiate time: 2 staff meetings Inservice day: May | HT | Writing assessments and moderation activities will have a positive impact on teacher confidence and shared understanding of achievement of a level. Writing assessment will be consistent across the school/ | |
| Evaluate the performance of learners | June 2022 | Children's writing Writing assessment format Collegiate time Learner and parent evaluations | HT | Attainment in writing will improve | |

Leadership and Parental and Learner Engagement Opportunities

Detail parent and learner involvement in tasks if relevant
 Parent information evening to share our approach to writing
 Literacy champions and class teachers leading pedagogy sessions
 Pupil and teacher assessments
 Evaluation from parents and learners



| Resource Requirements | Costs <i>Please see PEF funding detailed breakdown on last page</i> | Professional Learning |
|---|--|---|
| Collegiate time Cover for staff (literacy champs) - 4 x £228 = £912 Talk 4 Writing materials Texts for talk for writing PRD/CLPL | Staff cover at £228 per day Purchased 2020/21 | Literacy champions PLC Teams Talk 4 Writing materials |

| Pupil Equity Target | Objectives | Impact for Pupils in Deciles 1 2 | Cost | Review Evaluation |
|--------------------------------------|---|---|---|-------------------|
| Improvement in writing skills | <ul style="list-style-type: none"> SLT and class teachers to identify learners requiring support from tracking and CfE data 0.8fte Support for Learning (SfL) teacher will provide targeted 1:1 or small group intervention for children in: Spelling, grammar and writing SfL teacher to work alongside class teacher to ensure continuity and positive impact of targeted interventions in class | Learners will develop their writing skills to ensure they are on track. | 0.8fte Teacher Aug 21 – Mar 22: £27,940 | |



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|--|---|--|--|--|
| | <ul style="list-style-type: none">• All class teachers to use Talk for Writing approach | | | |
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| Improvement Priority | NIF Priority | NIF Drivers | | EDC NIF Action Plan | Overall Responsibility | |
|---|---|--|---|---|--|---|
| Health and Wellbeing | Improvement in children and young people's health and wellbeing | School improvement School leadership Teacher professionalism Assessment of children's progress Performance Information Parental Involvement | | Improvement in children and young people's health and wellbeing | DHT | |
| 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> |
| Review the positive behaviour policy in the school and revisit nurturing approach with school staff. | | Oct 2021 | Positive Behaviour Policy UNCRC Paul Dix "When the Adults Change" (all staff have a copy) How Nurturing Is Our School? evaluations | HT | Staff engage with learners in a positive and supportive way Learners' effort is recognised and celebrated Referrals to SLT are low | |
| Provide wellbeing support for identified learners in small groups or individually. | | June 2022 | PT will be timetabled to deliver wellbeing support | DHT PT | Learners know how to access support when needed | |



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| | | | | Learners are well supported Learners use strategies in class PATHs and Boxall pre and post questionnaires | |
| SLA to complement staffing to ensure wellbeing needs of all are met | Aug 2021 | SLA Aug 2021 – Mar 2022: £12,780 | HT | All pupils across the school are supported in their wellbeing and relationships | |
| Refer pupils to specialist services such as LIAM or Lifelink Counselling where appropriate. | June 2022 | Space for learners to engage – Rainbow Room PT will be timetabled to deliver LIAM | DHT PT | Learners know how to access support when needed Learners are well supported Learners use strategies in class Learners feedback is positive Parents feedback is positive | |
| Offer opportunities for families to engage in learning and wellbeing activities. | June 2022 | Resources posted on Seesaw to promote family learning activities. | DHT PT | Families engage in the life and work of the school Families receive support when needed Feedback is positive | |



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| Offer support to families to ensure wellbeing, attendance and attainment | June 2022 | Targeted support to families who require it, directed by DHT. | DHT PT | Families engage with support | |
| Support wellbeing of staff through regular check ins and activities. Revisit the Hive of Wellbeing. Devise a policy for staff health and wellbeing | June 2022 | Hive of Wellbeing materials Staff Health and Wellbeing Team on Microsoft Teams 5 Ways to Wellbeing EDC Policy | DHT PT | Staff are well supported Feedback is positive | |
| Leadership and Parental and Learner Engagement Opportunities | | | | | |
| <p>DHT and PT will lead wellbeing for staff, learners and families Learners engage in sessions and direct these according to their needs Learners build relationships with others to ensure they have a support network Learners benefit from a range of opportunities to improve their wellbeing Family learning opportunities</p> | | | | | |
| Resource Requirements | Costs | | Professional Learning | | |
| | <i>Please see PEF funding detailed breakdown on last page</i> | | | | |
| Collegiate time (Aug Inservice) UNCRC Top up Paul Dix books as required Information from target setting meetings and data to identify pupils who would benefit from wellbeing support PT – timetabled to deliver wellbeing | SLA Aug 2021 – Mar 2022: £12,780 | | Paul Dix “When the Adults Change, Everything Changes” UNCRC Clare Lavelle: Hive of Wellbeing 5 Ways to Wellbeing | | |



| Pupil Equity Target | Objectives | Impact for Pupils in Deciles 1 2 | Cost | Review Evaluation |
|---|---|---|-------------------------------------|-------------------|
| Improvement in learner wellbeing | <ul style="list-style-type: none">• All class teachers will adopt a positive approach to behaviour management in accordance with school policy.• An additional SLA will be funded to ensure children are well supported in class and in the playground• PT to offer targeted support to learners identified by SLT and class teachers (health and wellbeing groups, LIAM, 1:1 coaching, Seasons for Growth)• DHT to liaise with Lifelink Counselling Service for targeted learners | Learners will be supported with their physical, social and emotional health Learners will be given strategies to help them manage their wellbeing Families will be supported to engage with the school Families will receive support to manage their wellbeing | SLA Aug 2021 – Mar 2022: £12,780 | |