**School Improvement Plan**

**2021-22**

**(Eddleston Primary)**

INTRODUCTION - School Improvement Planning 2021/22

This document outlines our identified priorities for Session 2021/22 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2020/21. For more information on our performance see our School Improvement Report 2020/21.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners.

Learners are at the heart of effective self-evaluation’ - HGIOS 4? HGIOELC?

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| **Strengths 2020-21** |
| * Increased levels of pupil engagement in their learning, across the curriculum. * Increase in development and impact of targeted prevention and early intervention support. * Strengthened parental engagement links through a digital platform. * Increase in amount of pupil voice sessions. * Increase in pupil engagement in planning their next steps for learning. * Development of individual targets for Numeracy & Literacy. * Development and strengthened collaborative approaches to the curriculum. * Strengthened teamwork across the school. * Increased use of LI & SC. * Development of detailed and purposeful planning for the curriculum. * PEF (Pupil Equity Fund) has enabled pupils to receive additional support with their learning. * Development of staff distributed leadership roles to drive forward key school developments. * Robust school-evaluation processes. * Clear next steps for school approaches to Nurture and Inclusion. * Increase in support staff responsibility and collaborative-working. * Development of a tracking and monitoring system for pupil progress. * Development of a quality assurance system for teaching and learning. * Development and use of outdoor learning spaces. * Positive behaviour management approaches in place. * Increased staff awareness and focus on professional learning and development. * Increased pupil and staff confidence in using technology as a basis for teaching and learning. |

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| **Areas for Improvement 2021-22** | | | |
|  | **Short Term** | **Medium Term** | **Long Term** |
| **Learning, teaching and assessment** | Development of a Learning, Teaching & Assessment toolkit. | Further development of assessment being embedded across the curriculum. | Enhancement of differentiation across the curriculum. |
| **Inclusion** | Engagement with professional learning opportunities around approaches to Nurture. | Beginning to embed developed approaches and strategies to Nurture. | Evidence of key approaches to Nurture being embedded across the school and the outcome of these. |

Priority 1: Learning, teaching and assessment

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| **QI** | | **NIF Priority** | **SBC Framework** | **Intended outcome**:  To improve the quality of teaching, learning and assessment across the school to ensure high quality experiences for all children. | | | |
| 1.3  2.2  2.3  3.2 | | Teacher Professionalism, Assessment of children’s work & School improvement | Improvement in Attainment, particularly in Numeracy & Literacy |
| **Process** | | | | | | **Progress Tracker** | |
|  | | | | **Strategic lead and key people** | **Timescale**  **(Date)** | **Measures of Success** | **Review Date** |
| **1** | What we are going to do?  Continue to develop a framework/policy for teaching and learning, and assessment, which incorporates a whole-school approach to lesson structure. | | | Head Teacher, Class Teacher & SfL Teacher | Dec. 2021 | * Appropriate lesson structure evident across all lessons (starter, guided teaching, consolidation activities and plenary) which incorporate the core principles. * Robust and effective LIs and SC evident in all lessons (Created with pupils, where appropriate and referred to throughout lesson/at plenary). * Previous learning experiences are evident in new learning, with pupils being able to make clear links. * Digital technology is further enhanced to support teaching and learning teaching and learning in the upper stages and is further developed in the infant stages (Inspire/Showbie) * Attainment data * Observations of lessons/’Learning Rounds’. * Ongoing, robust & evidence-based school self-evaluation. * Professional dialogue with staff. * Staff professional development. * Pupil focus group feedback/Pupil voice. |  |
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| Why we need to do it?  NIF data, classroom observations, professional dialogue, weekly/termly planning and S.I.P consultations have evidenced that improvements in teaching and learning in Numeracy and Literacy lessons need to be improved to raise attainment. | | |  |
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| **2** | ***What we are going to do.***  Continue to develop a consistent approach to differentiation, which will improve targeted challenge and support for all pupils. | Head Teacher, Class Teacher & SfL Teacher | **April 2022**  (Check-in points throughout the session) | * CTs supporting the SfL Teacher in providing targeted support/challenge for Numeracy, Literacy and HWB for pupils. * SfL Teacher supporting staff in core support and challenge for key pupils. * Termly SfL and CT attainment meetings providing interventions, targets, measures for success and timescales. * Differentiation is evident in planning. * Variety of learning approaches (Active learning, independent, paired, group, written & practical) –with pupils being involved in which approaches support their learning style. * Support staff deployed appropriately to work with key pupils. * Differentiated success criteria/learning targets created with pupils. * Differentiated targets on wall displays, which are accessible/clearly visible and purposeful to pupils. * Appropriate support/challenge evidenced in planning. * Attainment data * Scaffolding evident in pupils’ work. * Appropriate challenge/further extension activities given to pupils who require further challenge. * Observation of lessons. * Professional dialogue with staff in planning & evaluation meetings. * Pupil focus group feedback/Pupil voice. |  |
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| ***Why we need to do it.***  Classroom observations, attainment meetings, attainment data, weekly/termly planning and pupil focus groups have evidenced that differentiation needs to be consistently embedded in all lessons to ensure that the needs of all learners are being met. |  |
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| **3** | ***What we are going to do.***  Continue to integrate assessment into all lessons to ensure that learning is appropriate to all learner’s needs and that pupils are aware of their next steps in their learning. | Head Teacher, Class Teacher & SfL Teacher | Feb. 2022  (Check-in points throughout the session) | * A range of AifL strategies are evident, purposeful and effective. * Pupils skilled in using peer & self-assessment strategies to support their learning and are using these consistently in all areas of their learning. * Agreed forms of consistently high quality, purposeful feedback given in consultation with pupils. * Evidence of targeted intervention actions in place. * Questioning is used effectively to ensure appropriate level of support and challenge is given. * Enhanced development of pupils’ ‘Star’ folders show their ‘best’ work and evidence their own self-assessment. * Continued development of assessment files for all pupils. * Impact of teaching and learning clearly evident in CT assessments, TPJ, pupil evaluations and future planning. * Ongoing assessment data. * Pupil focus group feedback. * Extension activities/challenges readily available for all pupils to be able to select their challenge level. * Quality Assurance calendars/systems in place. * Attainment data |  |
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| ***Why we need to do it.***  Classroom observations, attainment meetings, professional dialogue, monitoring of pupils’ work, pupil focus groups and feedback from parents has evidenced that challenge and support needs to be consistently embedded in all lessons to ensure that the needs of all learners are being met. |  |
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| **4** | ***What we are going to do.***   |  |  |  |  | | --- | --- | --- | --- | | Continue to further develop and enhance pupil’s ability to lead their learning through pupil choice and ownership. |  | **Throughout session** | **Sampling of pupils and their work during session 2017-18** | | Head Teacher, Class Teacher & SfL Teacher | June 2022  (Check-in points throughout the session) | * Pupils consistently being able to discuss their learning in a knowledgeable and enthusiastic manner. * Pupils visibly engaged in their learning. * Pupils involved in the development of LIs and SC. * Evidence of pupils being given choice and ownership in/of their learning experiences. * Evidence of pupils being able to select their own level of challenge in tasks, where appropriate. * Culture/ethos of learning embedded across the school. |  |
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| ***Why we need to do it.***  Classroom observations, attainment meetings, professional dialogue and pupil focus groups have evidenced that pupils need to be given choice and ownership of their own learning. |  |
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| **5** | ***What we are going to do.***   |  |  |  |  | | --- | --- | --- | --- | | Continue to further develop approaches to reporting and consulting with parents around pupil progress, with a view to a ‘parents as partners’ approach. |  | **Throughout session** | **Sampling of pupils and their work during session 2017-18** | | Head Teacher, Class Teacher & SfL Teacher | June 2022  (Check-in points throughout the session) | * Interim report, in addition to the end of year report * Attainment grids, with additional detail * End of year reports * Parent consultations (increase to 15 min appointments) twice per session. * Parental consultation feedback. * Staff consultation feedback. * ‘Open-door’ policy for any questions/concerns. * Showcase of learning events. * Parental engagement calendar. * Curriculum events. * Family learning events. |  |
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| ***Why we need to do it.***  Feedback from parents states that parents don’t feel well-informed of their child’s progress at school. |  |

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| **Priority** | | **QI** | **NIF**  **Priority** | **SBC Framework** | ***Intended outcome****:*  All staff will become inclusive practitioners and will understand their personal responsibility to deliver inclusive and nurturing education across SBC.  Inclusion and Nurturing Approaches principles will be embedded in all schools and settings over the **next 3 years** (August 2021 is the start of year 2). | | | |
| 2 (SBC priority) | | QI 3.1 and a cross cutting theme across all | Teacher professionalism | Inclusion |
| **Process** | | | | | | | **Progress Tracker** | |
| **Add/delete stages as necessary** | | | | | **Strategic lead and key people** | **Timescale** | **Measures of Success:** what will be the impact of the action when it is completed? | **Date reviewed** |
| **1** | *What are we going to do?*  Implement and roll-out Phase 1 of SBC Nurturing Approaches to all staff in schools and settings as part of the Inclusion Framework.  All senior leaders will engage in an online presentation on SBC Nurturing Approaches and principles.  All schools/settings will be in receipt of copies of:  - “Applying Nurture as a Whole School Approach” (Education Scotland)  - SBC Nurturing Approaches Guidelines | | | | Senior Leaders of schools/  settings  Nurture Steering Group | By end of October 2020 | All senior leaders in schools/settings in SBC will:   * Have an understanding and overview of SBC Nurturing Approaches and how this fits within SBC’s Inclusion Framework. * Have the knowledge and understanding to engage and support staff on phase 1 of SBC Nurturing Approaches Programme. * Use Education Scotland Document, “Applying Nurture as a Whole School Approach” and SBC Nurturing Approaches Guidelines to support the implementation of this approach. * Start to apply these approaches in their interactions with children and young people and when reviewing and developing policy and practice. * Staff to attend the ‘Universal Nurturing Approaches’ training planned for 21-22. |  |
| **2** | All staff in schools and settings will receive universal training in **SBC Nurturing Approaches** and Nurture Principles. This training will be provided as a recorded presentation, with a full script available. | | | | Nurture  Steering Group  Identified member of school/setting Leadership Team | 12th Nov  In-Service  Day  2020 | All staff in all schools/settings will:   * Have knowledge and understanding of SBC Nurturing Approaches and how this fits within SBC’s Inclusion Framework. * Start to apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement. * Have an overview of the 6 Nurture Principles and will begin to consider how this impacts on them and their role in supporting children and young people. * Development of a ‘Relationships’ policy, with a focus on ‘Nurture’. * Continue to engage and deliver ‘Growing confidence, Mental health Awareness & See me’ resourcces. |  |
| **3** | All staff will be able to reflect on their learning, self-evaluate and complete:  - an online individual Staff Questionnaire  - “What Does a Nurturing Setting Look Like” Toolkit  Completed online school and setting surveys will be collated centrally to identify future training needs. | | | | Senior  Leaders  All staff in schools and settings | Minimum of 2 x CAT sessions  Completed by end of December 2020 | Following self-evaluation questionnaires, all staff in schools and settings will:   * Identify their own strengths and development areas in relation to SBC Nurturing Approaches and the 6 Nurture Principles. * Develop and increase skills in promoting positive relationships and supporting behaviour, wellbeing, attainment and achievement of children and young people. * Adopt and embed Nurturing practices over the next three sessions (linked to SIP). |  |
| **4** | Completed online school/setting surveys will be collated centrally and recorded by school/setting, learning community/cluster and as a whole authority.  Educational Psychologists, a Nurture Development Officer and the Nurture Steering Group will use this information to:  - analyse schools’ needs for further training  - plan specific layered training programmes to be delivered from May/June 2021, Session 2021-22 and 2022-23.  - Identify schools where a targeted approach is required and where a Nurture Group may be developed.  Schools will plan for this priority in SIPs | | | | Nurture  Steering Group  Education  Psychology  Service | By end of April 2021 | Staff questionnaires and surveys will provide baseline information on where individual school/settings, whole clusters and Authority are in their knowledge and understanding of SBC Nurturing Approaches and 6 Nurture Principles.  Information gathered will be used to:   * Develop ongoing training packages and provide direction for school/setting improvement plans. * Ensure improved outcomes for all children and young people through experiencing learning within a nurturing ethos and culture. * Identify schools who may benefit from a targeted Nurturing Approach (i.e. Nurture Group/Base)   Ongoing training will support schools to embed SBC Nurturing Approaches and become Nurturing schools. |  |
| **5** | Following initial training and self-evaluation and using both “Applying Nurture as a Whole School Approach” and SBC Nurturing Approaches Guidelines, all staff will select one aspect of their practice to develop for the remainder of the session 2020/21. This will form part of PRD conversations.  Senior Leaders will use questionnaires collated from schools/settings to plan their next steps at both whole school/setting and individual staff levels. | | | | All staff in schools and settings | By end of June 2022 | All schools/settings will evidence improvement actions that have been implemented following initial training and identify next steps for the following session.  During professional conversations, staff will be able to evidence and demonstrate how an element their practice has improved through applying Nurturing Approaches in their interactions with children and young people.  All schools/settings will continue to plan for and feature Nurturing Approaches as a main focus in improvement planning for the following two sessions. Exclusion/attendance/bullying and equality data will be used to measure impact.  Continue to engage in high quality CLPL and feedback from these. |  |
| **6** | Professional Learning with specific training programmes open to all staff will be developed. Depending on need, this will be delivered at individual school/setting or cluster level. | | | | Nurture  Steering Group  Education  Psychology  Service | By end of June 2022 | Professional learning programmes will meet the range of levels of needs in schools/settings across the authority for the following two sessions.  Staff will explore how Nurturing Approaches can support positive outcomes for children and young people through promoting positive relationships and supporting behaviour, wellbeing, attainment and achievement.  All schools/settings will continue to plan for and feature Nurturing Approaches as a main focus in improvement planning for the following two sessions. |  |
|  | ***Why we need to do it***  There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and we are committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.  **SBC INCLUDES**: **INCLUSION FRAMEWORK** and associated documents reflects existing strengths we need to continue to develop and build on in our Authority to realise our vision for children and young people in the Scottish Borders. As a key element of this Framework, SBC Nurturing Approaches demonstrates a consistent approach for all schools/settings and commitment to the key features of inclusion to support the guiding principles of inclusion within **SBC INCLUDES.** | | | |  | By end of June 2022 |  |  |