

School Improvement Plan 2018 - 19

MELROSE
PRIMARY SCHOOL



Introduction - School Improvement Planning 2018/19

This document outlines our identified priorities for Session 2018/19 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 the development work carried out during 2017/2018. For more information on our performance from 2017/2018 please refer to our '**School Improvement Report 2017/2018**'.

National Improvement Framework

The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

The four key principles of the NIF are:

The following key principles have been considered in our improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people

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

2017-18 SIR	2018-19 SIP
Key Strengths	Key Areas for Improvement
<ul style="list-style-type: none">• Improvements in attainment in Numeracy and Mathematics for learner – learners have increased choice in activities they use to consolidate their learning (school)• Literacy and English attainment has improved – pace and challenge has improved for pupils (school)• Pupil Equity Fund (PEF) – we have demonstrated closing the poverty related attainment gap for 73% of our Children Affected by Poverty (CAP) pupils (school)• Wellbeing, communication, curiosity, inquiry and creativity are actively promoted through a rich learning environment, with a wide range of experiences on offer in Early Learning and Childcare (ELC)	<ul style="list-style-type: none">• Improving Teaching and Learning and Raising Attainment, see Priority 1 Driver Diagram and Measurement Plan (school)• Improvement in Health and Wellbeing – see Priority 2 Driver Diagram and Measurement Plan (school/ELC)• PEF – Further developing numeracy intervention strategies for CAP 1 pupils and developing Health and Wellbeing intervention strategies for CAP 2 pupils (school)• Further develop the curriculum framework to ensure it meets the needs of children, families and the community (ELC)



SIP 2018/2019 Priority 1: Improving Teaching and Learning and Raising Attainment

By May 2019 we have increased average attainment across Literacy and Numeracy by at least 2%

Staff

PDSA/Enquiry

Sharing good practice

Shared criteria for Teaching and Learning - self evaluation

Pupils

Ownership of learning

Quality Assurance & Strategic Monitoring

Shared criteria for Teaching and Learning

Teaching Observations

Actions
Grey boxes indicate actions that include ELC

Staff carry out PDSA/P.Enq.

Ensure availability of resources

Plan for professional dialogue – planning and review

Collegiately agree shared teaching and learning criteria

Class Teachers self-evaluate against criteria

Pupils share learning strategies with parents/carers through PLPs

MPS T+L criteria used for all Quality Assurance:

QA calendar created
Plan observations dates
Gather observation information
Record within a tracking system
Analysis and feedback of data

PDSAs
These can be added responsively, throughout session

Vary the approach to professional dialogue sessions

Measurement Plan 1: Improving Teaching and Learning and Raising Attainment

HGIOS 4 QIs: 1.1, 2.3, 3.2

National Improvement Drivers: School Leadership, Teacher Professionalism, Performance Information

National Priority: Improvement in attainment particularly in Literacy and Numeracy

Establishing measures that directly relate to the area you want to improve will guide your improvement journey. You will benefit from having a range of measures for your improvement work.

Outcome measures will let you know whether you are progressing towards the aim.

Process measures will inform how reliably the improvement activities are being applied – e.g. did we do what we planned to, when we planned to?

Balancing measures help you to understand any unintended impact on another aspect of the system, either positive or negative.

Measure name	Type (process, outcome or balancing)	Driver addressed by this measure	Operational definition*	Person(s) responsible and by when
Tracking and Monitoring Attainment Data over time	Outcome	Aim	100*(Number of pupils attaining / Total number of pupils) = % pupils attaining Attainment data inputted and shared via attainment run charts Trend analysis to take place	3 data collection points within session 2018-2019; October; February; May 3 trend analysis points, subsequent to data collection
Tracking and Monitoring Teaching and Learning over time	Outcome	Quality assurance and strategic monitoring	Shared criteria created Criteria scored 1 – 3 Data gathered from observations of CTs at 2 points in session Individual data combined to provide ‘whole school’ picture Individual tracking and next steps created and shared School tracking and next steps shared	2 data collection points October, February
Staff self-evaluation	Outcome/Balance	Staff	Staff self-evaluate against teaching and learning criteria	October, February, after Peer Observation (Flexible by end of March)

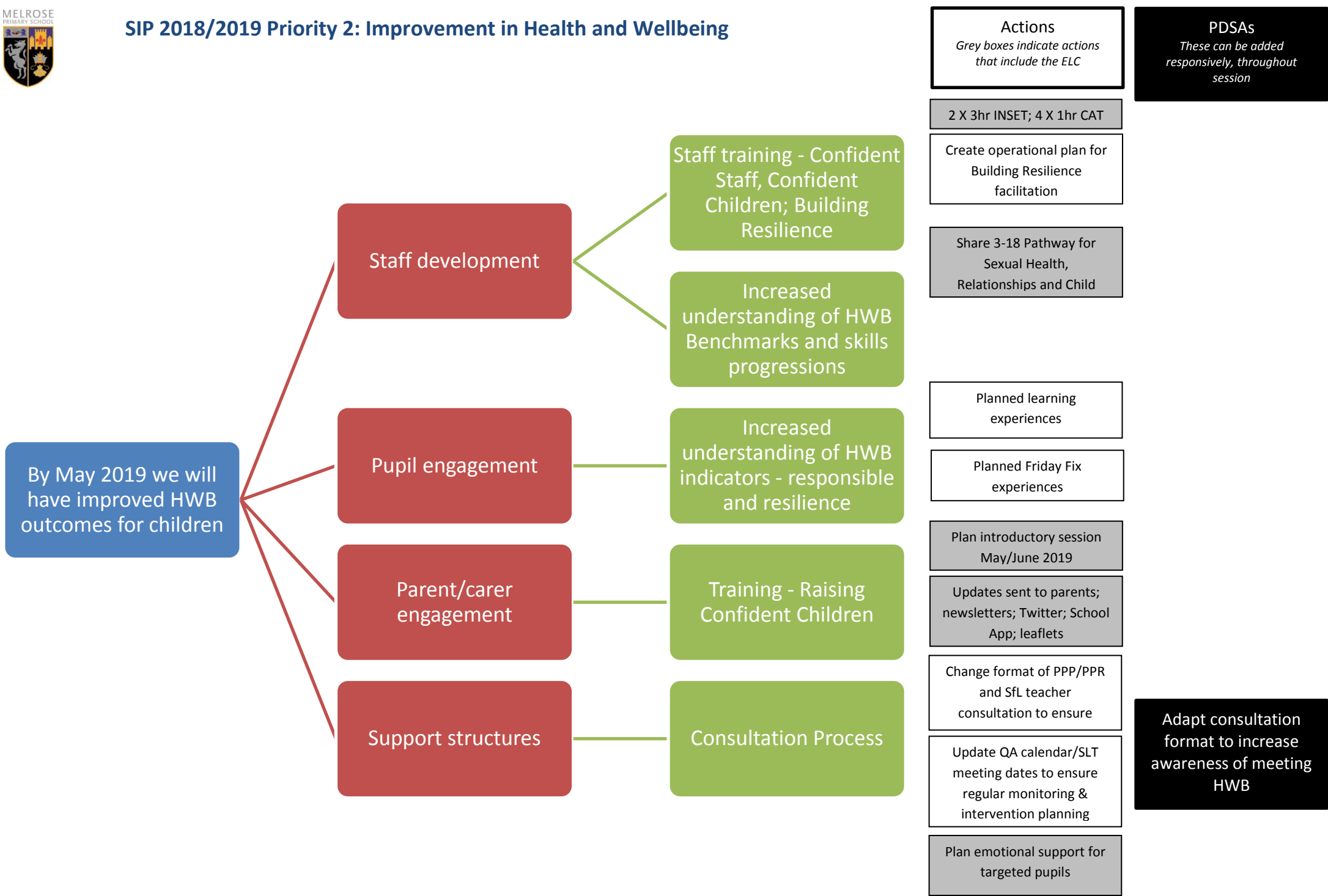
Staff self-evaluation (ELC)	Outcome/Balance	Staff	Staff self-evaluate against teaching and learning criteria	Ongoing
Pupil Views	Outcome	Pupil	<p>Online survey with scaling questions against Teaching and Learning criteria e.g. The teacher shares learning intentions with you (1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree; 5 = strongly disagree)</p> <p>2 data sets collected</p> <p>Triangulate with other measures for self-evaluation and next steps</p>	2 data collection points within session 2019-2019; September and March
Quality Assurance and Strategic Monitoring	Process	Quality Assurance and Strategic Monitoring	Quality Assurance sheet with all QA activities versus months completed and analysed monthly	Monthly

* Describe the specific components of this measure, plus numerator/denominator if a % or rate (e.g. % of pupils in S5 completing the progress report weekly [Denominator: random sample of five pupils in S5 cohort who participate in weekly mentoring sessions. Numerator: pupils from the denominator group who have a completed progress report. *Calculation:* numerator / denominator x 100].

If measuring an average, define the calculation. If a score (e.g. pupil satisfaction), define the scoring system. If conceptual (e.g. 'accurate', 'complete', 'timely'), define the criteria to be satisfied to determine how criteria are met.



SIP 2018/2019 Priority 2: Improvement in Health and Wellbeing



Measurement Plan 2: Improvement in Health and Wellbeing

HGIOS 4 QIs: 1.4, 2.1, 2.4, 3.1

National Improvement Drivers: Parental Engagement, Teacher Professionalism

National Priority: Improvement in children and young people's health and wellbeing

Establishing measures that directly relate to the area you want to improve will guide your improvement journey. You will benefit from having a range of measures for your improvement work.

Outcome measures will let you know whether you are progressing towards the aim.

Process measures will inform how reliably the improvement activities are being applied – e.g. did we do what we planned to, when we planned to?

Balancing measures help you to understand any unintended impact on another aspect of the system, either positive or negative.

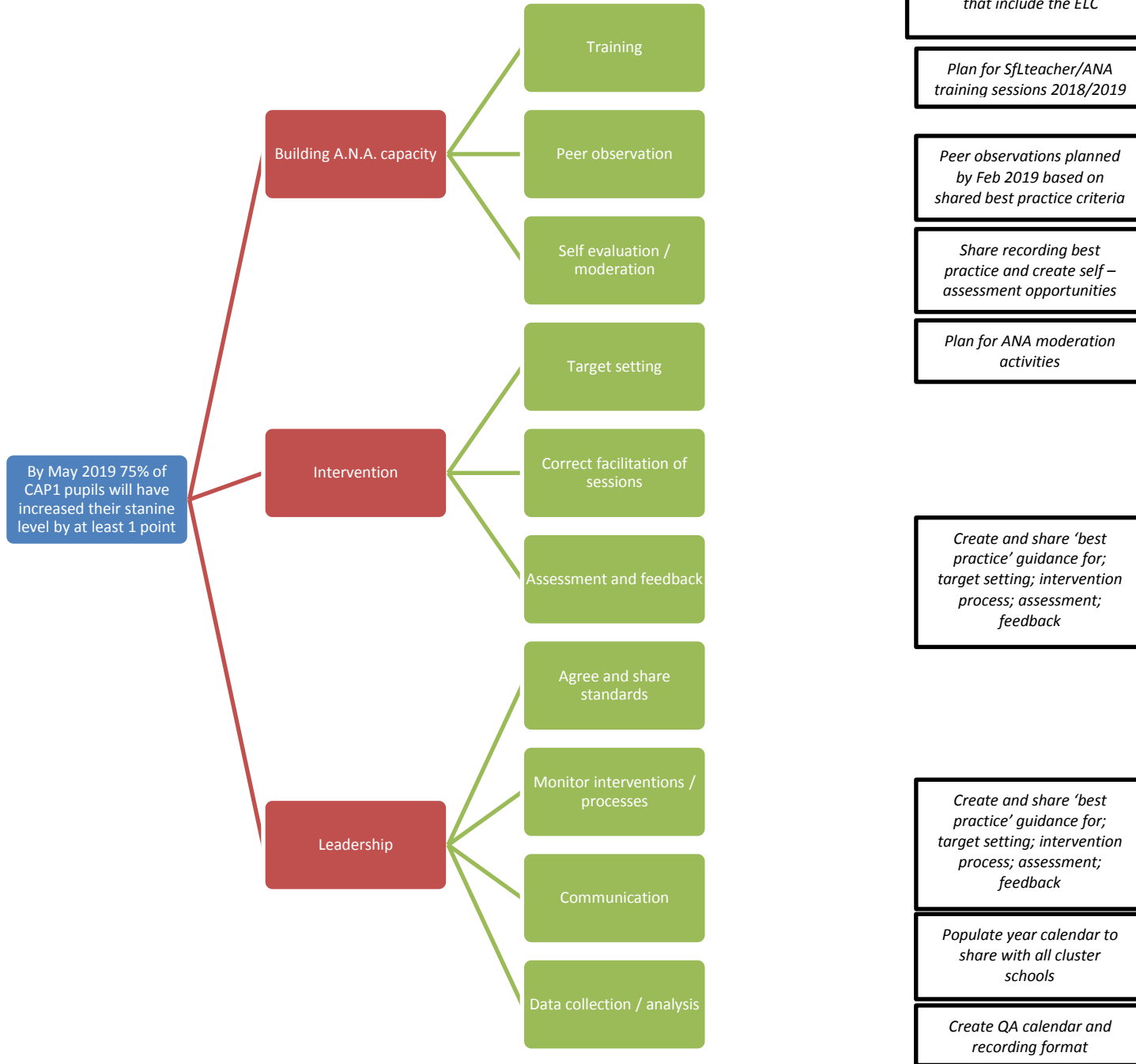
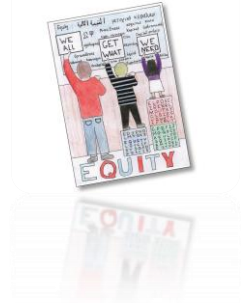
Measure name	Type (process, outcome or balancing)	Driver addressed by this measure	Operational definition*	Person(s) responsible and by when
Health and Wellbeing Survey Pupils	Outcome	Aim	Survey monkey created measuring indicators for respect and responsibility. Responses scored 1-5 based on scale from strongly disagree to strongly agree.	2/3 data collection points within session 2018-2019; September; January; May
Staff self-evaluation	Outcome/Balance	Staff Training.../ Increased Understanding of...	Staff self-evaluate impact of Confident Staff, Confident Children training. Staff self-evaluate understanding of HWB Benchmarks	Planned opportunities to gather staff feedback – what impact is training having on your practice?

Support structures	Process	Consultation Processes	<p>Monitor actions:</p> <p>Were the PPR/PPP structures to prioritise HWB?</p> <p>Were the SfL consultations changed to prioritise HWB?</p> <p>Was QA calendar created and actioned?</p>	Check against QA calendar monthly.
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*** Describe the specific components of this measure, plus numerator/denominator if a % or rate (e.g. % of pupils in S5 completing the progress report weekly [Denominator: random sample of five pupils in S5 cohort who participate in weekly mentoring sessions. Numerator: pupils from the denominator group who have a completed progress report. *Calculation:* numerator / denominator x 100].**

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SIP Priority 3: Earlston Cluster PEF - CAP 1 Numeracy Intervention



Actions
Grey boxes indicate actions that include the ELC

Plan for Sflteacher/ANA training sessions 2018/2019

Peer observations planned by Feb 2019 based on shared best practice criteria

Share recording best practice and create self – assessment opportunities

Plan for ANA moderation activities

Create and share 'best practice' guidance for; target setting; intervention process; assessment; feedback

Create and share 'best practice' guidance for; target setting; intervention process; assessment; feedback

Populate year calendar to share with all cluster schools

Create QA calendar and recording format

PDSAs
These can be added responsively, throughout session

How do we facilitate a 'learning round' approach?

Measurement Plan 3: Earlston Cluster PEF - CAP 1 Numeracy Intervention

Establishing measures that directly relate to the area you want to improve will guide your improvement journey. You will benefit from having a range of measures for your improvement work.

Outcome measures will let you know whether you are progressing towards the aim.

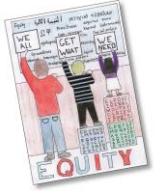
Process measures will inform how reliably the improvement activities are being applied – e.g. did we do what we planned to, when we planned to?

Balancing measures help you to understand any unintended impact on another aspect of the system, either positive or negative.

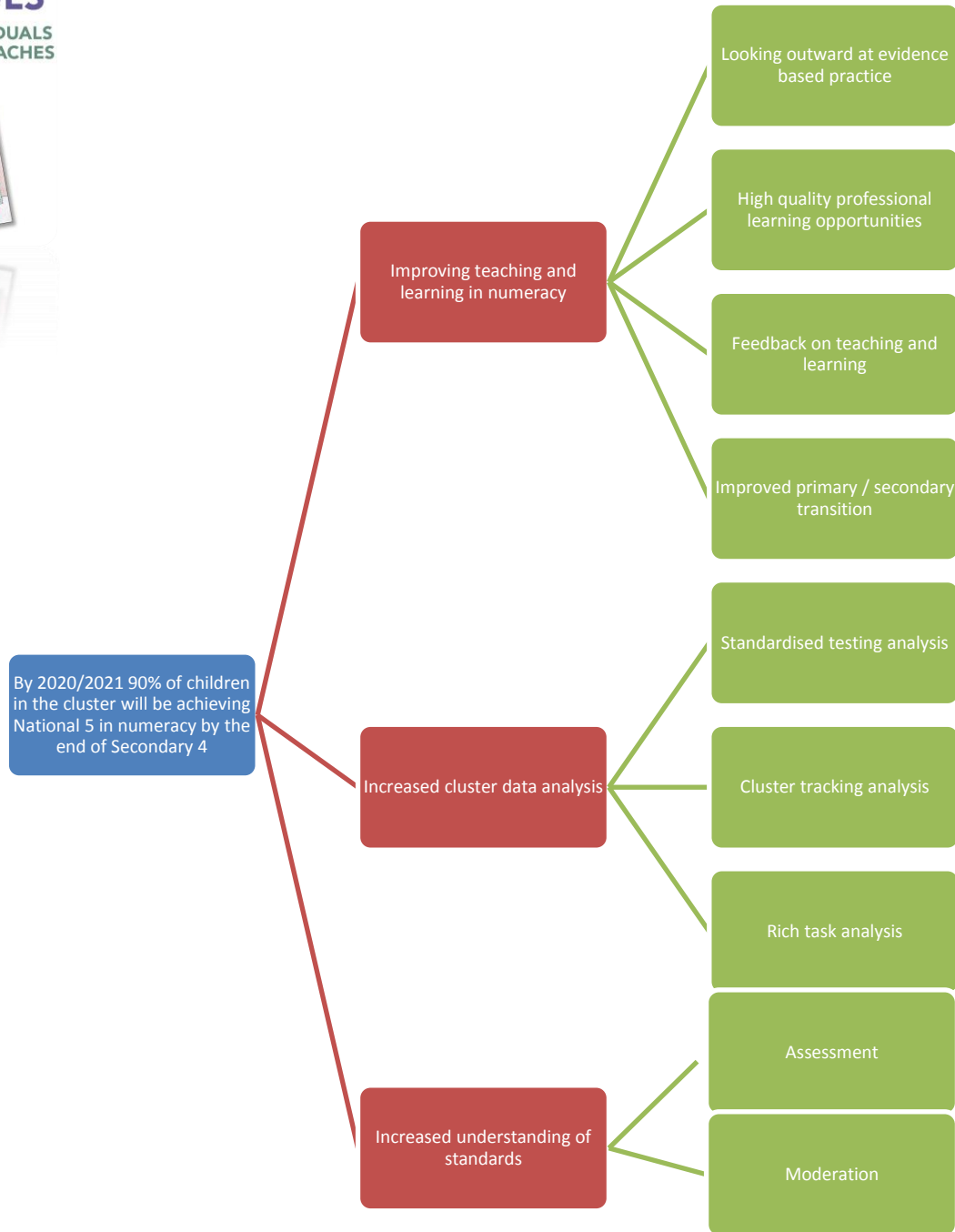
Measure name	Type (process, outcome or balancing)	Driver addressed by this measure	Operational definition*	Person(s) responsible and by when

* Describe the specific components of this measure, plus numerator/denominator if a % or rate (e.g. % of pupils in S5 completing the progress report weekly [Denominator: random sample of five pupils in S5 cohort who participate in weekly mentoring sessions. Numerator: pupils from the denominator group who have a completed progress report. *Calculation:* numerator / denominator x 100].

If measuring an average, define the calculation. If a score (e.g. pupil satisfaction), define the scoring system. If conceptual (e.g. 'accurate', 'complete', 'timely'), define the criteria to be satisfied to determine how criteria are met.



Earlston Cluster Improvement Plan – Increasing numeracy attainment



Actions
Create partnership model with Moray House
Prac. Enquiry / PDSA for staff
Develop opportunities to share good practice
Training opportunities
Agree criteria for excellent feedback
Classroom / Peer observation
Creation of numeracy working group(s)
Continuation of PEF Intervention CAP1
Create assessment opportunities under moderated conditions
Organise standardised assessment including procedures and method / dates of analysis
Agree process and dates for cluster tracking analysis – including adding cluster data to trackers
Design and organise RICH tasks including procedures and method / dates of analysis
Design and organise cluster moderation activities

PDSAs
These can be added responsively, throughout session

Measurement Plan: Earlston Cluster Improvement Plan – Increasing numeracy attainment

Outcome measures will let you know whether you are progressing towards the aim.

Process measures will inform how reliably the improvement activities are being applied – e.g. did we do what we planned to, when we planned to?

Balancing measures help you to understand any unintended impact on another aspect of the system, either positive or negative.

Measure name	Type (process, outcome or balancing)	Driver addressed by this measure	Operational definition*	Person(s) responsible and by when
Attainment % of N5 in Numeracy at S4	Outcome	Aim	Use INSIGHT data to gather attainment data for S4 pupils at EHS Record over time (sessions) to analyse and look for trends	tbc
Cluster Tracking	Outcome	Increased cluster data analysis	Add in primary tracking data to create cluster data for tracking over time and trend analysis 3 data points through year (tbc)	tbc
Standardised testing scores	Outcome	Increased cluster data analysis	Baseline assessment carried out (date to be agreed) Cluster / school data analysis takes place End of year assessment carried (date to be agreed)	tbc
RICH task analysis	Outcome	Increased cluster data analysis	2 data collection points over session Calculate % of pupils achieving a 'security' at a level at start point and end point Analyse % gains / decreases	tbc
RICH task creation	Process	RICH task analysis	Create a RICH task self-evaluation tool: Have RICH tasks been designed? Have the RICH tasks been quality	tbc

			<p>assured and agreed? Has guidance been designed and shared? Have dates been agreed for carrying out RICH tasks? Did they occur?</p>	
Cluster moderation activities	Process	Increasing understanding of standards	<p>Moderation group design survey that ascertains:</p> <p>Did the moderation activities take place? What % of sessions were attended by staff / schools? Do teachers believe that their understanding of standards has improved?</p>	tbc
Quality of CLPL and impact of cluster work	Process / Balance	Improving Teaching and Learning in Numeracy	<p>Create survey with scaling answers to assess impact for cluster staff</p> <p>Measure at (x number) of points during session (tbc)</p>	tbc

* **Describe the specific components of this measure, plus numerator/denominator if a % or rate** (e.g. % of pupils in S5 completing the progress report weekly [Denominator: random sample of five pupils in S5 cohort who participate in weekly mentoring sessions. Numerator: pupils from the denominator group who have a completed progress report. *Calculation:* numerator / denominator x 100].

If measuring an average, define the calculation. If a score (e.g. pupil satisfaction), define the scoring system. If conceptual (e.g. 'accurate', 'complete', 'timely'), define the criteria to be satisfied to determine how criteria are met.

HGIOS 4 Overview Cycle

This overview will help schools to identify what HGIOS4 Quality Indicators need prioritised within the 3 year cycle

Quality indicators from <i>How good is our school 4?</i>			Tick		
Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2018/19
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data which ensure impact on learners 	✓	✓	✓
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children and young people leading learning 	✓	✓	
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement and implementation of change 	✓	✓	
	1.4 Leadership and management of staff	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional staff team : staff wellbeing and pastoral support 			✓
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 		✓	✓
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safe guarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 		✓	✓
	2.2 Curriculum	<ul style="list-style-type: none"> Rationale, design and development of the curriculum Learning pathways including skills for learning, life and work 	✓		
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of teaching : effective use of assessment: planning, tracking and monitoring 	✓	✓	✓
	2.4 Personalised learning	<ul style="list-style-type: none"> Universal and targeted support Removal of potential barriers to learning 			✓
	2.5 Family Learning	<ul style="list-style-type: none"> Engaging families in learning: quality of family learning programmes Early intervention and prevention 	✓		
	2.6 Transition	<ul style="list-style-type: none"> Arrangements to support learners and their families Collaborative planning and delivery : Continuity and progression in learning 		✓	
	2.7 Partnerships	<ul style="list-style-type: none"> The development and promotion of partnerships Collaborative learning and improvement : Impact on learners 	✓		
Successes and Achievements	3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none"> Wellbeing : Inclusion and equality Fulfillment of statutory duties 			✓
	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment in literacy and numeracy : Attainment over time Overall quality of learners' achievement : Equity for all learners 		✓	✓
	3.3 Increasing creativity and employability	<ul style="list-style-type: none"> Creativity skills : Digital innovation ; Digital literacy Increasing employability skills 			✓

Broad View Audit: Evaluation

A broad view audit tool using all quality indicators is included for use as required by schools

This audit will help schools to select aspects of HGIOS4 to identify priorities for the SIP.

Quality indicators from <i>How good is our school 4?</i>									
Key Aspects	Quality Indicator	Themes	School's self-evaluation						
			6	5	4	3	2	1	Date
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Ensuring impact on learners success and achievements 		✓					
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children and young people leading learning 			✓				
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 			✓				
	1.4 Leadership and management of staff	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional staff team Staff wellbeing and pastoral support 							
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 							
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safe guarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 			✓				
	2.2 Curriculum	<ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work 		✓					

HGIOELC Overview Cycle

This overview will help settings to identify what HGIOELC Quality indicators need prioritised within their 3 year cycle

Quality indicators from <i>How good is early learning and childcare?</i> (tick the year each QI is a priority)					
Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2018/19
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Evidence-based improvement Ensuring impact of success for children and families 		✓	✓
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children leading learning 	✓		
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change 	✓	✓	
	1.4 Leadership and management of practitioners	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional team Practitioner wellbeing and pastoral support 			✓
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 			
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safe guarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 			✓
	2.2 Curriculum	<ul style="list-style-type: none"> Rationale and design Learning and developmental pathways Pedagogy and play Skills for life and learning 		✓	✓
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of interactions Effective use of assessment Planning, tracking and monitoring 		✓	
	2.4 Personalised learning	<ul style="list-style-type: none"> Universal support Role of practitioners and leaders Identification of learning needs and targeted support Removal of barriers to learning 			✓
	2.5 Family Learning	<ul style="list-style-type: none"> Engaging families in learning: quality of family learning programmes Early intervention and prevention 	✓		
	2.6 Transition	<ul style="list-style-type: none"> Quality of support for children and their families Collaborative planning and delivery Continuity and progression in learning 		✓	

Quality indicators from *How good is early learning and childcare?* (tick the year each QI is a priority)

Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2018/19
	2.7 Partnerships	<ul style="list-style-type: none"> • <i>Engagement of parents and carers in the life of the setting</i> • <i>The promotion of partnerships</i> • <i>Impact on children and families</i> 		✓	✓
Successes and Achievements	3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • <i>Wellbeing : Inclusion and equality</i> • <i>Fulfillment of statutory duties</i> 			✓
	3.2 Securing children's progress	<ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 		✓	
	3.3 Developing creativity and skills for life & learning	<ul style="list-style-type: none"> • <i>Developing creativity</i> • <i>Developing skills for life and learning</i> • <i>Developing digital skills</i> 			

Broad View Audit: Evaluation of ELC

A broad view audit using all quality indicators is carried out every three years, or where there has been a significant change in the school.

This audit helps settings to select aspects of HGIOELC to identify priorities for the Setting Improvement Plan (SIP).

Quality indicators from *How good is our Early Learning and Childcare?*

Key Aspects	Quality Indicator	Themes	Setting self-evaluation							
			6	5	4	3	2	1	Date	
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Evidence-based improvement Ensuring impact of success for children and families 		✓						
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children leading learning 		✓						
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change 			✓					
	1.4 Leadership and management of practitioners	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional team Practitioner wellbeing and pastoral support 								
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 								
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safe guarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 			✓					
	2.2 Curriculum	<ul style="list-style-type: none"> Rationale and design Learning and developmental pathways Pedagogy and play Skills for life and learning 			✓					
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of interactions Effective use of assessment Planning, tracking and monitoring 			✓					

Melrose Primary School and Early Learning and Childcare (ELC)

Other developments 2018/19

Development	Key Individual	Action plan required	Resources required
Problem solving skills progression – Maths and Numeracy	DF + working group	No	1 x INSET (link with spelling programme, Curriculum plan time) 1 x CAT feedback
Independent learning <ul style="list-style-type: none"> Practitioner enquiry/PDSA Assessment practice Tracking of progress Resourcing 	GI	No	2 x 2hrs –professional discussion time (class cover) 2 x 1.5 hrs WTA
Spelling programme and progression	LR + working group	No	1 x INSET (link with problem solving progression, curriculum plan time) 1 x CAT feedback
Curriculum plan – update to include <ul style="list-style-type: none"> Skills for life, work and learning Sexual health, relationships and child protection Sustainability HWB – Building resilience 	DF + working group	No	1 x INSET (link with spelling and problem solving time) 1 x CAT feedback
ELC – curriculum framework	DF + ELC staff + EYT	No	0.1 Early years' time
ELC – development of outdoor learning experiences	ELC staff	No	0.1 Early years' time
Early years – literacy and numeracy tracker	DF + Early years staff	No	0.1 Early years' time

