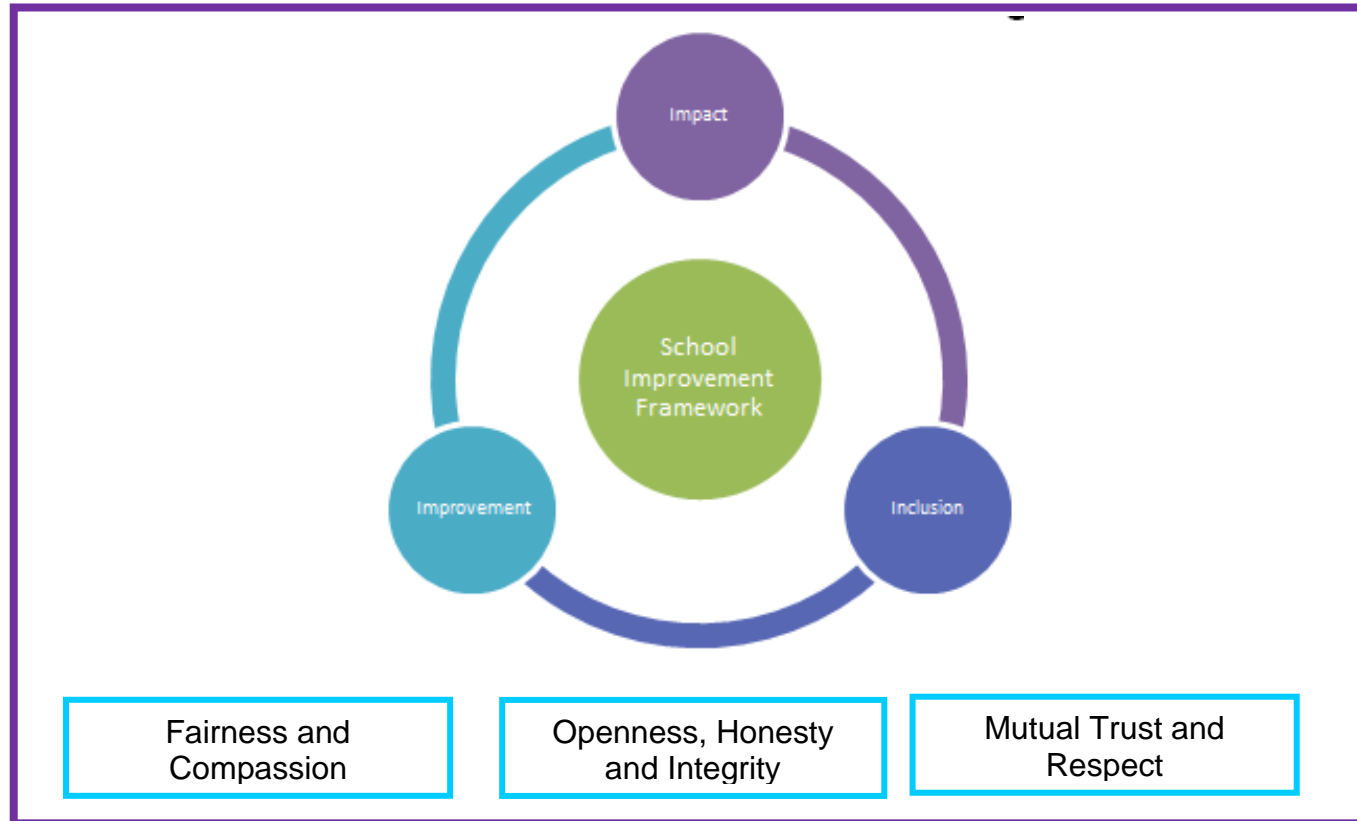
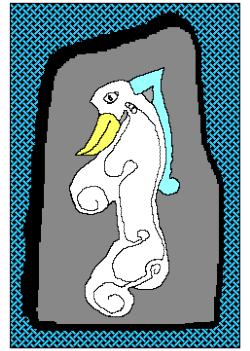


Meigle Primary School School Improvement Plan 2019-2020




**Getting it Right
in Perth and Kinross**
Helping children be the best they can be

The School Improvement Framework Map

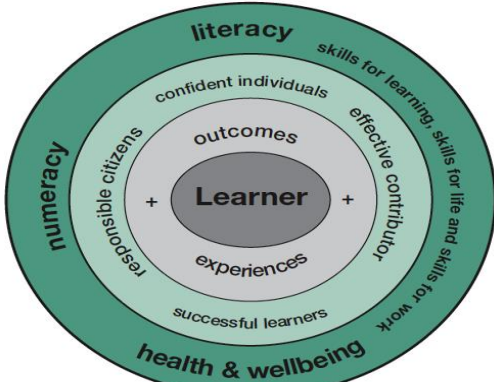
The SIF is based on national and local priorities and focuses on achieving better outcomes for children and young people

<p>The Scottish Government’s vision for education:</p> <ul style="list-style-type: none"> • Excellence through raising attainment: • Achieving equity <p>NIF 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 	<p>National Improvement Framework –Drivers for Improvement</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children’s progress • School Improvement • Performance information <p>The ECS Strategic Implementation Plan – Raising Attainment for All 2016 - 2019 will be a key document in supporting schools to use the NIF expectations as part of their improvement journeys.</p>	<p>Tayside Plan for Children, Young People and Families 2017-2020</p> <ul style="list-style-type: none"> • Our children will have the best start in life, they will be cared for in nurturing environments and ready to learn; • Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential; • Our children and young people will be physically, mentally and emotionally healthy; • Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people; • Our children and young people are safe and protected from harm at home, school and in the community.
<p>Education Services</p> <ul style="list-style-type: none"> • ELAVs / LAVs • Professional Learning • Professional Dialogue • Building Capacity in Partnership <p>Schools & Centres</p> <ul style="list-style-type: none"> • Strategic 3 Year Plan • Outcomes and measures of Impact Actions 2018 • Self-evaluation / Standards and Quality • LMG Action Plans will detail the work around outcomes for session 2019-20 		<p>PKC Statement of Intent:</p> <p>Our vision is of a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe, secure and healthy environment; and a place where people and communities are nurtured and supported.</p>
<p>Support and Scrutiny</p> <ul style="list-style-type: none"> • Education Scotland – Inspection • Care Inspectorate • Validated Self Evaluation • Services for Children’s Scrutiny (Child Protection) 	<p>PKC Outcomes</p> <ul style="list-style-type: none"> • Raising achievement for all; • Supporting vulnerable children and families; • Improving the quality of life for individuals and communities; and • Enabling the delivery of high quality public services 	<p>PKC Corporate Plan 2017-2027</p> <ul style="list-style-type: none"> • Giving every child the best start in life • Developing educated, responsible and informed citizens • Promoting a prosperous, inclusive and sustainable economy • Supporting people to lead independent, healthy and active lives • Creating a safe and sustainable place for future generations

Meigle Primary School Improvement Plan 2019-2020

Meigle Primary School 3 Year Overview		
Performance Information 2018-2021	Key Priorities 2018-2021	School Leadership 2018-2021
<ul style="list-style-type: none"> • Staff to gain confidence in analysis and interpretation of data – national, local and school to identify trends and ways forward. • Track particular groups of children and curricular areas over time. • Continued regular and systematic engagement with data to monitor learner progress and take appropriate action. • Staff to develop and understanding of important national documents and their implications for practice. 	<ul style="list-style-type: none"> • Our learners will demonstrate improved attainment in literacy and numeracy against measured prior levels of learning, and targeted interventions will be in place for learners who require support and challenge. • Our learners will be more actively engaged in their learning, and more involved in planning, evaluating and sharing the work and life of the school. • Staff will have an increased knowledge and understanding of effective learning and teaching strategies to ensure that the needs of all our learners are met. 	<ul style="list-style-type: none"> • All teachers will influence the direction of school improvement through leadership roles, school self-evaluation and development opportunities. • Parents and stakeholders will have opportunities to contribute to school improvement planning. • Learners to have increased opportunities to lead and influence aspects of their learning, achievement and school improvement.
School Improvement 2018-2021		Teacher Professionalism 2018-2021
<ul style="list-style-type: none"> • Further engage with all themes of 2.2, 2.3 and 2.4 (HGIOS4) through SMT observations and peer visits to other classes and schools • Regular professional dialogue at collegiate sessions in order to reflect on the impact of our SIP priorities on pupil learning. • Create additional opportunities to further involve parents and pupils in school improvement planning. • Use and understand challenge question from government documents to evaluate practice. 		<ul style="list-style-type: none"> • Teachers will continue to work with LMG colleagues to develop a shared understanding of progression within and through CFE levels. • Feedback from classroom observations will help individuals to identify areas for development which can and should be acted upon. • Teachers will engage in CPD linked to our SIP and from identified development areas from annual ERD.
Assessment of Children's progress 2018-2021	LMG Priority 2018-2021	Parental Engagement 2018-2021
<ul style="list-style-type: none"> • Continue to develop understanding and use of tracking, monitoring progress and prediction systems. • Continue programme of regular discussions with teachers and pupils to analyse tracking information to inform and review interventions. • Use benchmarks, standardised, diagnostic and national assessments to inform teacher judgement and plan next steps in learning. 	<ul style="list-style-type: none"> • Staff across the LMG will work and learn together to improve STEM attainment of young children. • Based on HWB data each school will prioritise improvements in identified areas of HWB, using our LMG strategy and PKC strategy to improve outcomes for young people and children. 	<ul style="list-style-type: none"> • Continue to offer a wide range of planned opportunities to increase parental participation in their child's learning and to become involved in school life • Develop a variety of approaches with parents and learners to share progress and identify next steps in each child's learning and achievement • Ensure consultation with parents regarding SIP is meaningful and subsequent actions directly impact on learners

Meigle Primary School Improvement Plan 2019-2020

Meigle Primary School Curriculum Rationale		
<p><u>Values</u></p> <p>Meigle Primary our pupils feel included, valued, respected, nurtured and safe. Children are able to recognise their strengths and develop their next steps by setting targets and are involved in planning and assessing their learning. Pupils engage in learning conversations and an ethos of ambition permeates across the school with high expectations of all.</p> <p>Our positive behaviour strategies focus on restorative practices and an awards system to embrace the four capacities of CfE. Children are proud to belong to their different houses. This instils a positive ethos where children have very good relationships with their peers, staff and the wider community.</p> <p>Wider and personal achievements are celebrated through regular assemblies and displays of achievements are showcased in our front foyer. Pupils work with our local feeder schools for transition projects.</p>	<p><u>Totality of the Curriculum</u></p> <p>Our school is welcoming to all and we share many celebrations and events with our community in which we are valued. Our curriculum offers interdisciplinary and discrete subject learning where children experience activities in a variety of contexts. This includes opportunities for pupils to develop skills for life, learning and work by engaging with local businesses. Skills for life, learning and work underpin many of the learning processes and work with local businesses has been developed to enhance these skills further. We continue to develop learning to engage our pupils in whole school and class topics focusing on breadth, challenge and depth. Literacy and numeracy remain a large focus for contextual teaching and health and wellbeing is now beginning to permeate all learning and is recognised as a responsibility for all.</p>	<p><u>Learning and Teaching</u></p> <p>All teaching staff use activity based and cooperative learning techniques to engage children in effective learning in meaningful contexts. Outdoor learning is integral to learning. Staff work collegially for whole school planning and for moderation processes. Teachers have encouraged responsive planning and will continue to implement this to ensure pupils are involved in their own learning. Assessment procedures are varied and include AifL processes. Evidence is collected to ensure robust tracking for each child and this supports the planning which follows. All teachers use PKC Indicators to inform learning and teaching and as an assessment based tool.</p> <p>1+2 modern language programme for P1-7 continues to be implemented</p>
<p><u>Experiences and Outcomes</u></p> <p>Teachers use and share Experiences and Outcomes with pupils for all areas of curriculum planning. This ensures clear development and progression in learning for all pupils. A balanced approach is used to cover Experiences and Outcomes at all levels.</p> <p>Pupils are now familiar with “I Can” statements to make sense of their learning and core skills development.</p> <p>Regular and careful tracking is used for coverage of Experiences and Outcomes.</p>		<p><u>Entitlements</u></p> <p>The principles of GIRFEC and emphasis on meeting learner’s needs has ensured that each child experiences a relevant and coherent curriculum to suit all. Teachers have extended their CPD to include Global Learning and Rights Respecting Schools to inform practice and develop children’s’ understanding of our world and the place and part Scotland plays in this.</p> <p>Children have regular opportunities to develop skills for life including cooking and are able to make decisions about our school through a very active Pupil Council. They are consulted in any improvement processes affecting their school.</p> <p>Support Staff are flexible and adaptable to meet the needs of all children and are effectively deployed to support and challenge pupils including providing a nurturing approach.</p>
<p><u>Support</u></p> <p>A strong partnership with all stakeholders ensures all needs are met and pupils’ assured holistic development including a whole school nurturing approach.</p> <p>Enhanced transitions for primary 7 to S1 are planned timeously and involve parents, agencies and support staff from secondary school to ensure smooth transitions for pupils involved.</p> <p>Transitions from nursery to primary 1 include visits to nurseries, school, induction days and invitations to end of term celebrations.</p> <p>All ASN procedures including bereavement support are robust and legislative policies are adhered to. The Child’s Plan will be introduced next session. Child protection procedures are rigorous and comply with National and PKC practices and policies.</p>	<p><u>Principles</u></p> <p>Teachers plan learning experiences using the seven principles of curriculum design. Class and whole school planning is carried out by teachers and pupils on daily, weekly, termly and annual basis. Teachers are flexible in their planning to ensure spontaneity is embraced.</p> <p>The quality assurance process is carried out regularly and the principles of design are used to evaluate and monitor practice.</p> <p>Planning conversations with class teachers are integral to quality assurance and enable constructive discussions to ensure planned learning experiences include a broad general education for all.</p>	<p><u>Assessment</u></p> <p>Assessment practices have included AifL and teachers are continuing to extend quality questioning to provide ongoing feedback. Learning Intentions and Success Criteria are now firmly embedded in each class setting clear and focused learning with expected outcomes for pupils. Pupils are beginning to engage in Learning Conversations and home school links to share learning are a regular part of this.</p> <p>Regular assessments feed into tracking and this is monitored closely to ensure children’s progress. PKC Indicators are used to benchmark levels and moderation is carried out by class teachers across the school. Teachers are now engaging in predicting attainment of pupils. School self-evaluation is carried out as part of our collegiate calendar and is guided by our School Improvement Plan. Teachers have planned CPD as part of our improvement process and use GTC online record processes.</p>
<p>Schools and centres will refer to and take account of the GIRFEC Wheel and the My World Triangle</p>		

Meigle Primary School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 1:		
Our school will have a vision and a rationale which permeates all aspects of our school life, and takes account of the values and aspirations of our community and stakeholders. Our vision and rationale will direct our school to ambition and excellence.		
<u>NIF Priority:</u>	<u>NIF Driver(s):</u>	<u>HGIOS4 QI(s):</u>
<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. 	<ul style="list-style-type: none"> School Leadership Parental Engagement School improvement 	<ul style="list-style-type: none"> 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships
<u>School Lead:</u> Joanna Robertson HT	<u>Completion Date:</u> June 2020	<u>Review Date:</u> January 2020
<u>What impact will you measure?</u> <i>What's going to be different or better?</i>	<u>How will you measure it?</u> <i>What and by when?</i>	<u>Progress at Review</u> <u>Date</u>
<ul style="list-style-type: none"> Our vision will be firmly based around improving outcomes for our learners and will be in line with local and national priorities. The direction of our school will benefit from the clarity of our vision, values and aims. Our stakeholders will feel involved in the creation of our school vision, values and aims. Our vision, value and aims will be aspirational and promote diversity, equality, inclusiveness and equity. Our vision will feed into a refreshed curriculum rationale. Our vision will be translated into the daily practices of our school, allowing all stakeholders to regularly reflect on it. 	<ul style="list-style-type: none"> Consult all stakeholders on completion of this priority, to ensure that all felt involved Evidence of improvement through talking with children in focus groups, observation of pupils in classes, looking at children's work and feedback from parents. 	

Improvement Outcome 2:

The whole school community will be supported to develop a greater understanding of their health and wellbeing.

<p align="center"><u>NIF Priority:</u></p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children • Improvement in employability skills and sustained, positive school leaver destinations for all young people • Improvement in attainment particularly in literacy and numeracy • Improvement in children and young people’s health and wellbeing 	<p align="center"><u>NIF Driver(s):</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of children’s progress 	<p align="center"><u>HGIOS4 QI(s):</u></p> <ul style="list-style-type: none"> • 1.1 Self-evaluation for self-improvement • 1.4 Leadership and management of staff • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.4 Personalised Support • 2.5 Family Learning • 3.1 Ensuring wellbeing, equality and inclusion
<p><u>School Lead:</u> Joanna Robertson HT / Fiona Tasker PT</p>	<p><u>Completion Date:</u> June 2020</p>	<p><u>Review Date:</u> February 2020</p>
<p align="center"><u>What impact will you measure?</u> <i>What’s going to be different or better?</i></p>	<p align="center"><u>How will you measure it?</u> <i>What and by when?</i></p>	<p align="center"><u>Progress at Review</u> <u>Date</u></p>
<ul style="list-style-type: none"> • Our learners will have a positive attitude to engaging in learning and will use a Growth Mind-set approach to tackle new challenges and challenge themselves. • Our learners will be able to reflect on their learning and progress in relation to the well-being indicators. They will be able to discuss their strengths and next steps. • We will introduce self-regulation and growth mindset strategies, alongside associated language to increase learners motivation to learn and improve learner’s attainment. • Consistency and effectiveness in approaches used by staff to manage behaviour though restorative approaches. • The quality of learning and teaching supported through the development of a progressive and coherent HWB curricular pathway supported by the health and wellbeing benchmarks. • The quality of feedback in teacher/learners wellbeing conversations. 	<ul style="list-style-type: none"> • Quality learning conversations with children focusing on HWB and recording on wellbeing webs. • Monitoring of profiles – Oct, Dec, March and June. • Evidence of improved outcomes for learners from professional discussion with staff at tracking and planning meetings. • Evidence of improvement through talking with children in focus groups, observation of pupils in classes, looking at children’s work and feedback from parents. • Growth mind-set (PASS) questionnaire for pupils in Term 1 and Term 4 to measure attitude and self-belief. • Evaluation of impact of Restorative Approaches • Evaluation of Health and Wellbeing curricular pathway. • Staff engagement with HWB benchmarkss 	

Improvement Outcome 3:

Our learners (and their families) will be clear about and be able to articulate progress in their learning, personal targets and next steps in learning through improved processes of profiling, sharing feedback and reporting.

<p><u>NIF Priority:</u></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 	<p><u>NIF Driver(s):</u></p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School improvement Performance information 	<p><u>HGIOS4 QI(s):</u></p> <ul style="list-style-type: none"> 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 3.2 Raising attainment and achievement
<p><u>School Lead:</u> Joanna Robertson HT</p>	<p><u>Completion Date:</u> June 2020</p>	<p><u>Review Date:</u> February 2020</p>
<p><u>What impact will you measure?</u> <i>What's going to be different or better?</i></p>	<p><u>How will you measure it?</u> <i>What and by when?</i></p>	<p><u>Progress at Review</u> <u>Date</u></p>
<ul style="list-style-type: none"> Our learners will have an understanding of the purpose and direction of learning, through a clear understanding of learning intentions and success criteria. Our learners will be able to evaluate/moderate their own and others learning objectively against an agreed criteria. All learners receive high quality formative feedback which allows learners to be able to understand their learning, identify their achievement, and know their next steps. Our learner profiles will be consistent across the school, and learners will be more engaged in the identification and ongoing achievement of personal targets. Learning Conversations will be re-established, and high quality interactions will take place between learners and adults. Parents are more aware of their children's strengths, progress and next steps and feel more able to support their children. The range and quality of the reporting mechanisms used in school. How effective are these mechanisms in providing clear, positive and constructive feedback about each child's learning and progress? 	<ul style="list-style-type: none"> Quality learning conversations with children focusing on their skills development, depth of learning, ability to apply their learning, and ability to identify their next steps in learning Programme of professional visits and learner conversations with SMT Evidence of improvement through talking with children in focus groups, observation of pupils in classes, looking at children's work and feedback from parents. Evidence of staff sharing good practice. Evidence of improved teacher practice through teacher self-evaluation. Monitoring of Learning Journey profiles Moderation of reporting information at parent contact and end of session points Review of quality of feedback given in jotters 	

