Gorebridge Primary School

And Nursery Class

SCHOOL IMPROVEMENT PLAN

2016-2017

Gorebridge Primary School

'CARING, PREPARING FOR LIFE'

Our Vision

We aspire to become a learning community capable of continuous improvement – renowned for our excellence through the quality of our teaching and learning experiences, care and welfare, high expectations and support that we provide to allow our children to develop their full potential as successful learners, confident individuals, effective contributors and responsible citizens

Our Values

In all areas of our school life we:

- show integrity, fairness, tolerance, resilience and mutual respect.
- value diversity, promoting social inclusion in an environment where everyone is welcome.
- work closely through partnerships to ensure that all children are safe, active, nurtured, valued,
- successful, respected and included.

The Curriculum

'the totality of all that is planned for children and young people throughout their education'
Ethos and life of the school as a community
Curriculum areas and subjects
Interdisciplinary learning (IDL)
Opportunities for personal achievement

Gorebridge Primary School – The Rationale for Our Curriculum

Values,

Wisdom, Justice, Compassion, Integrity

Our curriculum is inclusive, provides a stimulus for personal achievement and through the broadening of experience of our place in the world, is a positive step towards informed and responsible citizenship

Learning and Teaching

engaging and active
setting challenging goals
shared expectations and standards
timely, accurate feedback
language for learning
learning intentions and success criteria
collaborative work
developing curiosity and thinking skills
reflecting and acting upon learners' progress

Experiences and Outcomes set out expectations for learning and development in

Expressive arts
Languages and literacy
Health and Wellbeing
Mathematics and numeracy
Religious and Moral education
Sciences
Social Studies
Technologies

Curriculum levels describe progression and development

Principles for curriculum design

Challenge and enjoyment
Breadth
Progression
Depth
Personalisation and Choice
Coherence
Relevance

Positive, welcoming ethos

Active

Enthusiastic learners

Child centred

Cooperative and curious

Learning Outdoors

Building a community

B.O.A.T.S

High aspirations for all

FUN

Celebrating achievement

Passion

Challenging

Engaging

Motivating

Inclusive

Nurturing

Child led

Family learning

Literacy
Confident Individuals
Outcomes
Numeracy
Effective Contributors
+
Learner
Responsible Citizens
Skills for learning, life and work
Experiences
+
Successful Learners
Health and Wellbeing

All children and young people are entitled to experience
a coherent curriculum from 3-18
a broad general education, including well planned experiences and outcomes across all curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
a senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities.
opportunities for developing skills for learning, skills for life and skills for work.
opportunities to achieve the highest levels they can

through appropriate personal support and challenge.
opportunities to move into positive and sustained destinations beyond school
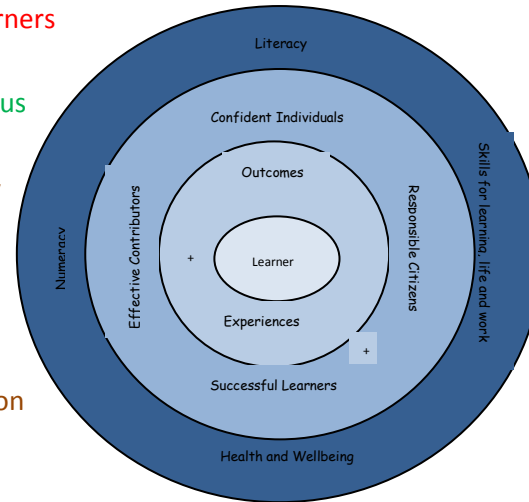
Getting it right for every child

Play

A CURRICULUM FRAMEWORK TO MEET THE NEEDS OF ALL LEARNERS 3-18

Arrangements for
Assessment
Qualifications
Self evaluation and accountability
Professional development
to support the purposes of learning

Personal Support
review of learning and planning next steps
gaining access to learning activities which will meet their needs
planning for opportunities for personal achievement
preparing for changes and choices and support through changes and choices
pre- school centres and schools working with partners

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The ethos and life of the school

- Welcoming office staff

- Our shared vision and values

- Encouraging pupils to celebrate success by:

- Information screen at entrance to school

- Proud wall – achievements in and out of school

- Spelling walls

- Displays of work

- 4 capacities montage

- Celebration assemblies

- Playground PALS/Reading Buddies

- Health promoting school

- ECO school

- Parents and families as partners, including the school as a wider family

- BOATS

- Pro-active PTA/PTA Events

- Parent Council

- Volunteers in classes

- Kerb-craft

- School Trips

- Parent Consultations including STAR events

- Curriculum events

- School events

- Community events

- Daily informal contact

Curriculum areas and subjects

- [Year Plan,](#) [block plans](#), weekly plans and daily plans ensure coverage of all experiences and outcomes and significant aspects of learning

- Programmes of study for discrete areas of the curriculum e.g. literacy, numeracy

- ICT to enhance learning and teaching across all curriculum areas

- Enterprise and citizenship integral to all teaching and learning

- Collaborative Planning – stage partners and planning buddies

- Active learning

- Skills based learning

- [Cross Curricular Planning](#)

- Working Parties

- Curriculum coordinators

- Flexibility

Learning and Teaching

LANGUAGE FOR LEARNING

- Personal Target setting

- Learning Logs

- Differentiation

- IEPs

- Assessment

- Learning Intentions and Success Criteria shared

- Learning Wall Approach

- Pupils/staff collaborative planning

- Transferable skills

- Higher order questioning and thinking

- Bloom's Taxonomy

- Next Steps

- Written and Oral Feedback

- Critical Skills and Cooperative Learning Approach

Interdisciplinary Learning

- [Cross-curricular approach – spider plans](#)

- [Year Plans](#) identify areas of focus

- Links are real not contrived

- Learning wall approach allows personalisation and choice

- Real learning opportunities e.g. outdoor maths, enterprise experiences, active learning, and real writing

- Focus weeks

- Enterprise learning

- Literacy Circles

- Storyline Approach

- Critical Skills Approach

- Opportunities for cross stage teaching and learning

Skills development

Personalisation and Choice

We have built in opportunities for personalisation for our learners by:

Ensuring that teachers find out how the children in their class learn, what their interests are and what their needs are; we involve parents in gathering information that helps us know our learners well and encourage learners to think about how they learn best. In nursery we start personal profiles, which are continued into P1 and throughout the school.

Children are mainly grouped according to ability for core skills in literacy and numeracy, but there are opportunities for mixed ability groupings too.

Learners are given choices about their learning through, e.g.

Use of the learning wall approach, where, before starting a new topic/project teachers discuss with learners what they already know, what they want to find out and what strategies will best help them learn what they need to know.

In 2nd and 3rd level, each learner is given the opportunity to undertake personal study of an area of interest to them.

Opportunities for personal achievement

- Personal target setting and IEPs

- Leadership opportunities, e.g JRSO, Junior Rail Safety Officers, Librarians, House Captains, Buddies, Playground PALS, Learning Council, ECO Council, Community Council, Global Citizenship Council & Website Council

- Learning wall approach

- Spelling walls

- Learning logs - consistent approach throughout the school

- STAR (student/teacher assessment resource) folders – My Achievements (at home & School) linked to the 4 Capacities of CfE

- Support for Learning

- Choice to encourage achievement

- School teams and groups

- Residential Experiences

- Sports events

- 'Beans and Books'

- Childrens' University P5, P6 and P7 initially

Global citizenship

The population of these areas will be on going

Gorebridge Primary School Improvement Plan 2016-2017 – Priority 1 RAISING ATTAINMENT

Priority & Outcome	NIF Driver/ HGIOS QI	By Whom	By When	Actions	Desired Impact
Successes and achievements Improving outcomes for children to ensure ability for all children to achieve excellence and equity. Raised	School improvement Performance information School leadership Assessment of children's progress 1.1 Self evaluation 1.2 Leadership of learning	GG JB KS SB ST	Planning discussions Sept 16 Nov 16 Feb 17 May 17 Tracking meetings Oct 17 Jan 17 Mar 17 May 17	• Professional dialogue opportunities for staff to develop understanding of Improving schools in Scotland, NIF and HGIOS 4 • Review tracking system • Review and adapt school assessment calendar	• Staff will apply relevant findings from documents to improve learning and teaching • Effective interventions to secure improved outcomes for all children • Robust process of assessment informs improvements in learning and teaching

attainment in literacy and numeracy.	2.3 Learning teaching and assessment 2.4 Personalised support 3.1 Ensuring well being equity and inclusion 3.2 Raising attainment and achievement		Aug - June fortnightly timetabled planning, assessment, moderation meetings stage/staff/ level	• Timetabled moderation meetings across school year	• Improve understanding of standards for achieving a level
				• Timetabled tracking meetings with a focus on securing improved outcomes for learners	• Improved outcomes for all children
				• Robust analysis of data gathered from regular timetabled assessments	• All teachers will have well developed skills in data analysis focussed on improvement
				• Continue to develop work on Visible Learning with a focus on feedback, next steps and target setting	• Children will continue to develop as assessment capable learners through high quality feedback and an increased understanding of their progress and next steps in learning.
				• Review interventions through Support for Learning for individuals and groups of learners.	• Children requiring ASL have high quality and individualised intervention strategies

Challenge Questions	Evidence/Indicators of success (How do We Know?)
QI 1.1 Self evaluation for self improvement • How well do we focus attention on monitoring and evaluating learning and teaching and children's achievements and take improvements forward? • How well do we take action to remove barriers to success? • How do we know that the changes we have made have improved outcomes for children? How well do we use digital solutions to support the interrogation of data? **QI 1.2 Leadership of Learning** • To what extent do our quality improvement processes lead to improvements in learning and teaching? • To what extent do we critically engage with research, policy sources and developments in learning and teaching? • To what extent do we support children and young people to take responsibility for their own learning? **QI 2.3 Learning Teaching and Assessment** • How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? • How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? **QI 2.4 Personalised support** • Does the school have effective assessment systems in place to identify the ever increasing diverse needs of children? • How do we know if personalised support is having the desired impact of	• Detailed and evaluative feedback and actions from professional dialogue and planning meetings. • Action minutes from focussed staff/stage and level meetings CAT sessions • Robust analyses of CfE, GL, PTM AND PIPS data inform planning • Timetabled regular collegiate working across the year • During focus group discussions, children will engage in dialogue about their learning and progress and be able to set themselves clear targets. • Through monitoring of work and classroom visits, both peer and SMT, high quality feedback is evident. • Improved assessment and tracking systems • .Children and parents/carers contribute to IEPs • Regular evaluations of Precision teaching, SPRING, PMP L&T and Fresh Start groups.

improving outcomes for learners? QI **3.1 Ensuring well being equality and inclusion** • How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty? QI **3.2 Raising Attainment and achievement** • How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? • How do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? • How well is assessment evidence used to inform teacher judgements?	• Well being indicators are visible in all classrooms and across the school. • 2% increase in attendance (school and authority target) • 5% increase in children from SIMD 1&2 achieving the expected level in Reading, Writing, Listening and Talking, Numeracy and Maths by the end of P1, P4 and P7 (school and authority target) • 2% increase in attainment in the number of children achieving the expected level in Reading, Writing, Listening and Talking, Numeracy and Maths by the end of P1, P4 and P7 (school and authority target) • Increased teacher confidence in achieving a level judgements

Gorebridge Primary School Improvement Plan 2016-2017 – Priority 2 MATHS and NUMERACY

Priority & Outcome	NIF Driver/ HGIOS QI	By Whom	By When	Actions	Desired Impact
Successes and achievements Improving outcomes for all learners Raised attainment in maths and numeracy.	School leadership Performance information Parental engagement Assessment of children's progress 1.1 self evaluation for self improvement 2.3 Learning teaching and assessment 2.5 Family learning	KS Maths Improvement Team	Inset day Aug 16 Aug 16 – June 17 Sep 16	• Calendar remit and timescale for Maths Improvement Team • Invitation for parent member(s) to join Improvement Team • All P1-P3 and at least 2 from P4-P7 staff to be trained in SEAL • Organise server and SEAL resources	• Maths Improvement Team will have a clear understanding of responsibilities and timescale for completion • Parent(s) join Improvement Team • Trained staff will be confident in delivering SEAL • Staff will have a comprehensive bank of

	3.2 Raising attainment and achievement				resources to help deliver SEAL
			Inset days Aug 16	• Refresh knowledge and understanding of Xtra Math • Staff familiarisation of new MUMP planners/assessments • Refresh LA training in delivery of SPRING programme and build on awareness of SEAL	• Xtra Math implemented from Aug 16 as a home learning tool • All staff will use new MUMP planners to plan for learning experiences • LA staff will be confident in working with targeted groups
			Oct 16	• Develop SEAL related homework packs for P1-P3 children	• Learning through SEAL will be consolidated through homework activities
			Aug - June fortnightly timetabled planning, assessment, moderation meetings stage/staff/ level	• Timetabled moderation meetings across school year • Professional dialogue using data around learning and teaching in mathematical reasoning and problem solving	• Improve understanding of standards for achieving a level • Improved learning experiences for children in mathematical reasoning and problem solving

			Sep 16 –Jun 17	• Plan regular family learning events to familiarise parents with approach to learning and teaching	• Measurable, meaningful engagement of families particularly those experiencing challenges
			Sep 16 Oct 16 Nov 16 Mar 17	• Timetabled SMT observations and tri learning classroom visits	• Staff will use peer observation opportunities to assess, evaluate and inform their own practice

Challenge Questions	Evidence/Indicators of success (How do We Know?)
QI 1.1 Self evaluation for self improvement • How well do we focus attention on monitoring and evaluating learning and teaching and children's achievements and take improvements forward? • How well do we take action to remove barriers to success? • How do we know that the changes we have made have improved outcomes for children? • How well do we use digital solutions to support the interrogation of data?	• Detailed and evaluative feedback and actions from professional dialogue and planning meetings. • Action minutes from focussed staff/stage/ level meetings and CAT sessions • Robust analyses of CfE, PTM AND PIPS data inform planning • Increased teacher confidence in' achieving a level' judgements
QI 2.3 Learning Teaching and Assessment • How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills? • How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? • **QI 2.5 Family Learning** • How effectively to we monitor participation? • Are outcomes for children improving as a result of their participation in family learning? How do we know? •	• Children will confidently share their understanding of mathematical concepts. • Timetabled regular collegiate working across the year • During focus group discussions, children will engage in dialogue about their learning and progress and be able to set themselves clear targets. • Measurable engagement of families in learning events • Exit polls and questionnaires • Improvement in attainment data
QI 3.2 Raising Attainment and achievement • How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? • How do we use evidence from tracking meetings, professional dialogue and	• Classroom practice is enhanced through monitoring of work and classroom visits, both peer and SMT. • 2% increase in attainment in the number of children achieving the

assessments to measure progress over time and in particular at points of transition? • How well is assessment evidence used to inform teacher judgements?				expected level in Numeracy and Maths by the end of P1, P4 and P7 (school and authority target) • 5% increase in children from SIMD 1&2 achieving the expected level in, Numeracy and Maths by the end of P1, P4 and P7 (school and authority target	

Gorebridge Primary School Improvement Plan 2016-2017 – Priority 3 SCIENCE

Priority & Outcome	NIF Driver/ HGIOS QI	By Whom	By When	Actions	Desired Impact
Learning Provision Improved learning and teaching in Science and technology	School improvement School leadership 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning teaching and assessment 2.7 Partnerships	SB YM	Aug 16 Sep 16 Jun 17 Sep 16 Oct 16	• Review current practice in planning and assessing science and technology experiences and outcomes • Survey staff and learners on science and technology experience • Revisit SALs to ensure progress pathways across levels	• Planning for progression for the four contexts for learning is in place • Assessed work will show clear evidence of achieving a level • By June, feedback will indicate an improved understanding of and engagement in Science and Technology experiences • Cohesive plan shows how knowledge, understanding and skills are built up over time

				• Audit and catalogue resources	• Increased awareness of available science resources
			Forward plan discussion timetable	• Promote IDL with a science and technology focus	• Forward plans and pupil discussion about their learning will show a focus
			Nov 16	• Build partnership links with NCHS, public sector and business organisations	• Increased opportunities for our children to work with others
			Mar 17	• Plan B.O.A.T.S (BRING OUR ADULTS TO SCHOOL) Science and Technology	• Parents/carers will be included in, and participate with children sharing their learning in science and technology

Gorebridge Primary School Improvement Plan 2016-2017 – Priority 4 Nursery Listening & Talking

Priority & Outcome	NIF Driver/ HGIOELCC QI	By Whom	By When	Actions	Desired Impact
To improve the Listening and Talking experiences and opportunities for the children in our nursery	1.3 Leadership of Change 2.2 Curriculum 2.5 Family Learning – engaging Families In Learning 2.7 Partnerships 3.3 Developing creativity and skills for life and learning	All Staff All Staff LT/EM SP GC FM All Staff	Follow Calendar for in-service and CPD dates to be confirmed	Support colleagues with the familiarisation of HGIOELCC Allocate CAT Sessions within the school calendar Staff to go on good practise visits – 'I Can' Mayfield and disseminate information Staff to be trained in PEEP programme Staff to engage with high order questioning Further develop the Lending Library and build upon the Big Bedtime read initiative Daily 'listening and talking' focus groups – SALLY and PEEPs Collate parental feedback Library visits, build local community links include our parents in these Encourage parent helpers -rota Plan and deliver Parent/carer workshops to share learning in Listening and Talking so they are aware of how their children learn and how they can support them Questionnaires	Staff will continue to develop their professional knowledge to allow them to plan and deliver high quality Talking and Listening experiences for the children Children will be engaged in Listening and talking – growing in self esteem and confidence to share experiences, and will benefit from more opportunities for this Parents/Carers will have an increased knowledge of how Listening and Talking skills can be encouraged and developed and are aware of how they can support this in home learning

Challenge Questions	Evidence (How do We Know?)
QI 1.3 Leadership of Change What examples do we have of practitioners successfully collaborating with one another through critical enquiry? In what ways are we maximising opportunities for practitioners to work and learn together? **QI 2.2 Curriculum** How do practitioners challenge and support for example creativity and problem solving with young children? How do they engage in discussion and what examples are there of this working well in practice? Are children regularly involved in evaluating their play experiences and can they describe what they are learning? What do we do with this information? What changes could we make to use this more effectively? **QI 2.5 Engaging families in Learning** What do we do to meaningfully engage with families taking account of their individual circumstances? How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? **QI 2.7 Partnerships** How well do we support parents/careers to understand the value of theri engagement in children's learning? How do we know our support to parents/carers has led to further engagement in children's learning within the setting and the local community? **QI 3.3 Developing Creativity and skills for Life and Learning** In what ways and to what extent do children make choices and decisions about their play and learning?	• Weekly meetings to plan and evaluate, minutes of these meetings • Forward planning, weekly and daily planning and evaluations • Staff are improving practise and increasing knowledge in the teaching of Listening and Talking skills through participation in training • Professional dialogue with colleagues to support one another, and motivate and inspire • A clear focus on the development of Listening and Talking, children are able to discuss what they have done, skills learnt • Staff using higher order 'open' questions • Video recordings of small group discussions • SHANNARRI indicators used to measure impact of Priority • BOATS events • Coffee Mornings • Further developing the Big Bedtime Read • Curriculum focus mornings and afternoons to share information and activities etc our parents can do to help support their children with home learning • Measure the participation levels of our families for events • Questionnaires – what events they enjoy? What information they would like and would be helpful to them? • Dialogue with pupils/parents and partners • Analysis of feedback from parents • Is the local library being used • Use of highly skilled questions to encourage curiosity and enquiry

ADDITIONAL TASKS 2016-17	RESPONSIBILITIES
• Continue to increase Pupil voice in learning and teaching through CHIP (children's improvement plan group)	HT
• Implement Accelerated reader resource	DHT
• Review and adapt teaching of spelling across the school •	Emily Paton
• Introduce tracking in Health and Well being	Scott Borthwick HT
• Develop Global citizenship link with partner school	Suzanne Landells and Global council
• Embed UNRC rights and RSS across the school	DHT and Learning Council
• Outdoor Learning • Community Links	Bex Peacock and Jen Smith
• Assessment Capable Learners	Yvonne McGregor
• Development of 1+2	Hannah Wiseman