



AGENDA ITEM

5

**Education Scotland Inspection
Report and Action Plan – California
Primary School and Nursery Class**

Falkirk Council

Subject: Education Scotland Inspection Report and Action Plan – California Primary School and Nursery Class

Meeting: Scrutiny Committee

Date: 2 February 2017

Submitted by: Director of Children's Services

1. Purpose of Report

- 1.1 This report presents the action plan drawn up by California Primary School in response to Education Scotland's inspection of that school, carried out in June 2016.
- 1.2 Appendix 1 details the findings and points for action arising from the Inspection.

2. Recommendations

- (i) **The Committee is asked to scrutinise the attached Action Plans, seeking further clarification if required; and**
- (ii) **Request the Director of Children's Services to report back to Scrutiny Committee following the publication of the outcome of the Follow-Through Inspection visit later this year.**

3. Background

- 3.1 The Inspection of California Primary School and nursery class was undertaken in June 2016 as part of Education Scotland's sampling of schools.
- 3.2 The Inspectorate published the report on 18 October 2016 including its evaluations of key aspects of the work of the school measured against Quality Indicators. A number of strengths were noted as well as key actions for improvement.
- 3.3 The Inspectorate published its Record of Findings (RIF) on 21 October, which has been shared with Council Officers. This notes in greater detail:
 - (i) the strengths of the school and nursery class; and
 - (ii) further points for action.

4. Considerations

- 4.1 The recommendations made above are intended to ensure that Elected Members:
- (i) are appraised of the progress being made with regard to making improvements at California Primary School;
 - (ii) to assess the quality and rate of progress in doing so; and
 - (iii) to redirect the Director of Children's Services if necessary.

5. Consultation

- 5.1 Ownership of the Action Plan remains with the management of the school as key drivers of improvement. The Team Around the School, therefore, serves to support, advise and challenge the management as the plan is progressed.

6. Implications

Financial

- 6.1 None.

Resources

- 6.2 Time will be required to enable a peer Head teacher to attend meetings of the Team Around the School and, if further required, to work with the school's management as part of the Action Plan.

Legal

- 6.3 None.

Risk

- 6.4 Any slippage in timescales and/or overtaking actions which have been set in the Action Plan would present risk of not meeting the expectations of Education Scotland at the time of their revisit to the school.

Equalities

- 6.5 None.

Sustainability/Environmental Impact

- 6.6 None.

7. Conclusions

- 7.1 Education Scotland's evaluation of some aspects of California Primary School and Nursery class as Weak has necessitated Children's Services actions in setting up a Team Around the School and being held to account by Elected Members to ensure remedial action is taken to secure improvement.

Director of Children's Services

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Date: 24 January 2017

Appendices

- Appendix 1: Inspection Report: California Primary School and Nursery Class –
Evaluations, Strengths and Points for Action
Appendix 2: California Primary School and Nursery Class – Action Plan

List of Background Papers:

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act 1973:

- None

Inspection Report: California Primary School and Nursery Class Evaluations, Strengths and Points for Action

Date of Inspection week: 6 June 2016

Inspection letter published: 18 October 2016

The Inspectorate's evaluations of the school and nursery class were as follows:

California Primary School

| | |
|-----------------------------|--------------|
| Improvements in performance | satisfactory |
| Learners' experiences | satisfactory |
| Meeting learning needs | satisfactory |

Nursery Class:

| | |
|-----------------------------|--------------|
| Improvements in performance | satisfactory |
| Children's experiences | satisfactory |
| Meeting learning needs | satisfactory |

The Inspectorate also evaluated the following aspects of the work of the school and nursery class:

| | |
|-------------------------------------|------|
| The curriculum | weak |
| Improvement through self-evaluation | weak |

This inspection found the following key strengths:

- Polite, well-behaved children who are caring towards each other.
- Staff who work well together and want the best for their children.
- Almost all parents are happy with the school and the ways in which staff support their children.

Agreed points for action:

- Develop approaches to assessing and tracking children's progress to raise attainment and achievement.
- Improve the curriculum and increase the pace of implementation of national guidance.
- Strengthen approaches to self-evaluation to ensure they result in improvements in children's learning.

As a result of these findings the Inspectorate considers the school in need of additional support and more time to make necessary improvements. The Education Scotland Area Lead Officer will work with Falkirk Council to build capacity for improvement, and will maintain contact to monitor progress. Inspectors will return to carry out a further inspection within twelve months of publication of the Inspection letter and will issue a further letter to parents on the extent to which the school has improved by that time.

1.1 Improvement in Performance

Aspects of Development

Develop approaches to assessing and tracking children's progress to raise attainment and achievement.
 Improve the curriculum and increase the pace of implementation of national guidance.

Strengthen approaches to self-evaluation to ensure they result in improvements in children's learning.

| Overall Priorities 1.1 | | Actions | BY When | Impact on Learners | Evidence of Impact | QI HGIOS4 HGIOELC |
|------------------------|--|---|--|--|--------------------|--|
| Nursery Class | | | | | | |
| 1 | Celebrate achievement and encourage children to talk about successes | <p>Notice boards/wall displays will be used to highlight children's achievements in nursery</p> <p>Nursery – My Success Storybooks (MSS) to include:</p> <ul style="list-style-type: none"> Regular observations relating to progression pathways in: <ul style="list-style-type: none"> Literacy Numeracy HWB Look what I've done My Wider Achievements <p>Children will be encouraged to talk about their successes when sharing MSS with staff/parents/carers</p> | <p>December 2016</p> <p>MSS Information to be gathered according to new guidelines from January 2017 onwards</p> | <p>Children can see that their achievement are valued and celebrated by adults in nursery</p> <p>Nursery children are able to identify and share information about their successes in and out with nursery</p> | | <p>HGIOELC</p> <p>1.1</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> |
| 2 | Developing literacy in the outside environment, through environmental print and the organisation of the playroom | <p>Staff will ensure regular planned learning conversations and quality questioning involving the use of environmental print in and out of nursery.</p> <p>Staff will engage in regular self-evaluation of the nursery learning environment both indoors and in the outside area, making regular improvements as required</p> <p>Staff will ensure regular access to a wide range of mark making materials and activities indoors and outside.</p> | <p>March 2017</p> <p>From November 2016</p> <p>March 2017</p> | <p>Children are able to identify the meaning and purpose of environmental print.</p> <p>Children have access to a varied and stimulating learning environment. Children have developed an interest in reading and writing and participate in activities with enthusiasm.</p> <p>Children are able to develop pre writing skills using a variety of media (daily)</p> | | <p>HGIOELC</p> <p>1.5</p> <p>2.2</p> <p>2.3</p> |

| Overall Priorities 1.1 | | Actions | BY When | Impact on Learners | Evidence of Impact | QI HGIOS4 HGIOELC |
|------------------------|---|---|--|---|--------------------|---|
| Nursery Class | | | | | | |
| | | <p>Staff will ensure that children's learning in literacy is supported by exposure to a wide range of texts in a variety of genre e.g.</p> <ul style="list-style-type: none"> • Plans • Maps • Magazines • Catalogues etc. | March 2017 | Children are able to access a variety of texts in a meaningful context. | | |
| 3 | Developing numeracy in the outside environment, and across contexts | <p>Staff will ensure regular planned learning conversations and quality questioning involving the mathematics and numeracy in and out of nursery.</p> <p>Staff will engage in regular self-evaluation of the nursery learning environment both indoors and in the outside area, making regular improvements as required.</p> <p>Staff will ensure that children have daily access to a wide range of natural resources to enhance their understanding of mathematical concepts.</p> | <p>March 2017</p> <p>November 2016</p> <p>March 2017</p> | <p>Children are able to talk confidently about their learning in numeracy.</p> <p>Children have access to a varied and stimulating learning environment. Children have developed an interest in numeracy and mathematics and participate in activities with enthusiasm.</p> | | <p>HGIOELC</p> <p>1.1</p> <p>2.2</p> <p>2.3</p> |
| 4 | Extend challenging physical play | <p>Staff will ensure regular access to challenging physical play outdoors e.g.</p> <ul style="list-style-type: none"> • Climbing frame • Bicycles • trim trail • local woodland etc. <p>Staff will ensure regular access to challenging physical play within the playroom e.g.</p> <ul style="list-style-type: none"> • balance activities • target activities • daily movement programme? • planned P.E. lessons in the gym (transition) | <p>Daily</p> <p>April 2017</p> | Children have daily access to challenging physical play activities and are encouraged to participate. | | <p>HGIOELC</p> <p>2.2</p> <p>3.1</p> |

| | Overall Priorities 1.1 | Actions | BY When | Impact on Learners | Evidence of Impact | QI HGIOS4 HGIOELC |
|---|--|---|--|--|--------------------|-----------------------|
| | Nursery Class | | | | | |
| 5 | Greater breadth across the curriculum to include all of the areas. | <p>Staff will ensure breadth of art and craft materials available to children to encourage creativity</p> <p>Staff will increase the availability and use of ICT in nursery including the use of literacy and numeracy programs such as Cat and Dog and Number Run</p> <p>Staff will ensure that children have access to a wider variety of technology e.g.</p> <ul style="list-style-type: none"> cameras/videos programmable toys electronic toys audio recording equipment etc. <p>Children will help plan and participate in an enterprise event (with primary school?)</p> | <p>February 2017</p> <p>May 2017</p> <p>May 2017</p> <p>September 2017</p> | <p>Children have opportunities to develop their creativity through art and craft.</p> <p>Children are developing confidence in the use of educational ICT programs</p> <p>Children are developing confidence in using a wide range of technology in nursery</p> <p>Children are showing an awareness of enterprise</p> | | HGIOELC 2.2 2.3 |
| 6 | Further challenge and stimulus across the curriculum | <p>Staff will participate in the development of a Curriculum Rationale for the school.</p> <p>Staff will utilise Local Authority Progression Pathways to further develop the nursery curriculum in line with CfE.</p> <p>Progress is evaluated and recorded within MSS</p> <p>Staff will encourage curiosity through the provision of stimulating resources (natural)</p> <p>Staff will develop their use of more challenging questions</p> | <p>December 2016</p> <p>January 2017</p> <p>March 2017</p> <p>May 2017</p> | <p>Children are experiencing a balanced and challenging curriculum in nursery.</p> <p>Children's progress is evaluated and recorded by staff and parents/carers</p> <p>Children display HOTS through targeted questioning</p> | | HGIOELC 2.2 2.3 |

| | Overall Priorities 1.1 | Actions | BY When | Impact on Learners | Evidence of Impact | QI HGIOS4 HIGIOELC |
|---|--|---|---|---|--------------------|---|
| | Primary School 1.1 | | | | | |
| 7 | Celebrate achievement an encourage children to talk about successes, raise aspiration. Help children understand the importance of achievement | Celebrate achievement in assembly – record achievements Enable children to plan activities within school and community WoW – develop opportunities for children to know and become familiar with the world of work | November 2016 2017-2018 | Children will feel that outside achievements are valued in school. Children will experience | | 1.1 1.2 1.5 2.2 2.3 3.2 3.3 |
| 8 | Raise the importance of the content of writing and reading and listening/talking Writing for a variety of purposes | Model quality writing /reading Access to quality writing/reading Teach writing techniques such as personification, similes, alliteration. Review writing frameworks Celebrate writing across the school through display Include pupil writing on the newsletter each month for a wider audience. Use progression pathways for reading, writing, talking and listening. Provide opportunities for extending talking and listening Learn to build on others points of view during discussions | September 2016 January 2017 November 2016 ongoing August 2016 August 2017 | Children have access to differing texts and understand about differing text types both in reading and writing Children understand that there is a wider audience for writing and that writing is valued. Children will receive challenge through the pathways and have clear progression. | | |
| 9 | Improve progress and achievement in maths across all stages | Review assessment of mathematics across the school. Involve pupils in moderation groups Continue to develop Big Maths – yr. 2 of implementation plan Opportunities to explain mathematical thinking Further develop a range of mental maths skills to help computation Further develop opportunities for multi-step problem solving Apply learning to relevant contexts | December 2016 October 2016 ongoing August 2017 Ongoing through peer and management review of lessons March 2017 | Children will have access to the full Big Maths programme Children will be able to use mathematical vocabulary when explaining their thinking Children will be using their self-assessment to improve make further progress Children will be able to use numeracy skills across the curriculum | | |

| | Overall Priorities 1.1 | Actions | BY When | Impact on Learners | Evidence of Impact | QI HGIOS4 HIGIOELC |
|----|--|---|------------------------|---|--------------------|-----------------------|
| | Primary School 1.1 | | | | | |
| 10 | Extend opportunities for more challenging and open ended learning across literacy, numeracy and HWB. | <p>Identify top attaining 20% of children in each class in literacy and numeracy and identify targets to challenge and improve attainment.</p> <p>Tracking the progress of the identified 20% children (+ and -) across their school career and link this with SIMD data.</p> | September 2016 ongoing | <p>Children will be aware of their individual targets and use self-assessment techniques.</p> <p>Children will become more self-aware and be able to set their own improvement goals.</p> <p>Attainment data will show an improvement in reading and maths (CEM).</p> | | |
| | Extend opportunities for more challenging and open ended learning beyond literacy, numeracy and HWB. | Develop use of the challenge in literacy and numeracy within other subjects. | August 2017 | | | |

2.1 How well do children learn and achieve?

Aspects of Development

Develop approaches to assessing and tracking children's progress to raise attainment and achievement.

Improve the curriculum and increase the pace of implementation of national guidance.

Strengthen approaches to self-evaluation to ensure they result in improvements in children's learning.

| | Overall Priorities 2.1 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIO4 HGIOELC |
|---|--|--|---|--|--------------------|---|
| | Nursery Class | | | | | |
| 1 | Provide opportunities for independent choice, investigation and discovery. | <p>Staff to provide stimulating resources to encourage curiosity (natural) in the form of interactive displays</p> <p>Staff to organise resources to enable independent access by children e.g.</p> <ul style="list-style-type: none"> • Puzzles • Games • Art/craft • Construction materials • Natural materials (indoors and outside) | February 2017 | <p>Children are choosing tasks and activities independently.</p> <p>Children are engaged and focussed in their learning.</p> | | HGIOELC 1.5 |
| 2 | Encourage and support children to take better care for resources and environment | <p>Staff to model appropriate behaviours and care for nursery resources and materials</p> <p>Staff to further develop nursery routines and ensure leadership roles for all children e.g.</p> <ul style="list-style-type: none"> • Snack routine • Tooth brushing routine • Tidy up routine <p>Staff to reward children for carrying out tasks responsibly in nursery e.g. stickers</p> | Daily | Children are taking responsibility for the care of resources and the nursery environment. | | HGIOELC 1.5 2.2 2.3 |
| 3 | Develop links with the wider community and links outwith nursery | <p>Staff will work collaboratively with staff from Shieldhill nursery. e.g. visit Shieldhill nursery and participate in their outdoor learning day with a view to introducing a similar activity in California</p> <p>Staff will work collaboratively with early years staff from all Braes Cluster Schools to share good practice (CIP)</p> <p>Staff will work collaboratively with SALT on the Nursery Narrative Programme.</p> <p>Staff will continue the programme with the children between sessions.</p> <p>Staff will seek out and undertake CPD activities as identified through ERD procedures.</p> | <p>Adventure Thursday?</p> <p>As per cluster plan</p> <p>From January 2017</p> <p>December 2016</p> | <p>Staff have introduced new outdoor initiative to support children's learning</p> <p>Children's learning is improving due to new initiatives.</p> <p>Children's language skills have improved (pre and post assessment carried out by SALT)</p> <p>Staff are keeping up to date with new government and local authority initiatives</p> | | HGIOELC 1.1 1.3 1.5 2.7 3.1 |

| | Overall Priorities 2.1 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS4 HGIOELC |
|---|---|--|---|--|--------------------|------------------------------|
| | Nursery Class | | | | | |
| 4 | Embed HOTS and use to extend learning | <p>DHT will deliver training to all nursery staff to increase awareness of HOTS</p> <p>Staff will plan relevant questions together relating to each category of questions.</p> <p>Staff will imbed HOTS into their everyday questions used with children</p> | <p>Feb In Service day (14th)</p> <p>February 2017</p> <p>June 2017</p> | Children's thinking skills have improved in all categories. | | HGIOELC 2.2 3.2 |
| 5 | Staff to use more effective monitoring and observation of learning experiences with a focus on pace and challenge | <p>New My Success Story Books format to be introduced</p> <p>Progression Pathways to be used as a means of ensuring progress</p> <p>BT to monitor the effectiveness of this tracking system and update procedures as appropriate</p> | <p>November 2016</p> <p>June 2017</p> <p>As per annual monitoring plan</p> | Children's learning experiences show progression of knowledge and skills | | HGIOELC 2.2 2.3 3.2 |
| 6 | Enhance the nursery environment to improve the quality of children's learning | See 1.1 | | | | HGIOELC |

| | Overall Priorities 2.1 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS4 HGIOELC |
|---|---|---|--|--|--------------------|--|
| | Primary School | | | | | |
| 7 | <p>Pupils to be more actively involved in and taking responsibility for their own learning.</p> <p>Be able to confidently discuss their own learning</p> <p>Be confident working individually</p> <p>Be able to identify the skills for life, learning and work</p> | <p>Plan opportunities for critical thinking and open ended tasks as part of the curriculum.</p> <p>Provide opportunities for pupils to apply knowledge and problem solve</p> <p>link learning to SC to enable pupils to recognise their progress and teach pupils the skills to do so</p> <p>Quality discussions about individual targets with pupils.</p> <p>Peer and self-assessment strategies taught to pupils and regular use of these</p> <p>Improve teacher feedback, so pupils know what to do to improve. Feedback linked to learning</p> <p>Improve teacher questioning for challenging thinking</p> <p>Focus on learning rather than doing. Encourage children to know why they are learning and for what purpose.</p> <p>Provide opportunities for independent working as well as collaborative working</p> | <p>August 2016 –</p> <p>ongoing through quality assurance review</p> <p>Jotters</p> <p>planning</p> <p>Pupil focus groups</p> <p>Peer observation</p> <p>SMT lesson monitoring</p> <p>feedback</p> | <p>Children will have opportunities for personalisation and choice in the learning.</p> <p>Children will have contributed to the planning of learning in their classroom.</p> <p>Children will be able to identify what their learning has been and what they need to do to improve it.</p> <p>Children are regularly using self and peer assessment strategies to inform learning</p> <p>Children read and act upon teacher feedback and demonstrate this in an ongoing way.</p> <p>Children able to use and identify the higher order thinking questions</p> <p>Children are able to sustain independent tasks in an age appropriate way</p> <p>Children can articulate and demonstrate the 5Rs and explain why they improve learning.</p> | | <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> |

5.1 The Curriculum

Aspects of Development

Develop approaches to assessing and tracking children's progress to raise attainment and achievement.

Improve the curriculum and increase the pace of implementation of national guidance.

Strengthen approaches to self-evaluation to ensure they result in improvements in children's learning.

| Overall Priorities 5.1 | | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS |
|------------------------|--|---|--|---|--------------------|-----------------------|
| Nursery Class | | | | | | 4 |
| 1 | Review the curriculum delivery to ensure children have a broad ,challenging curriculum with increased choice and personalised learning | <p>Staff will develop a new Curriculum Rationale alongside Primary colleagues.</p> <p>Staff will plan learning experiences for children based on Falkirk Council Progression Pathways in Numeracy, Literacy and HWB as well as CfE e's and o's</p> <p>Staff will increase child contributions to planning through greater and more targeted use of the floor book.</p> <p>Staff will support children in expressing their view on their own learning success and in identifying next steps.</p> <p>Record keeping systems will be reviewed to ensure the view parent views will be recorded more in MSS</p> | <p>November 2016</p> <p>November 2016</p> <p>February 2017</p> <p>February 2017</p> <p>February 2017</p> | <p>Children experience a well planned and varied curriculum in nursery</p> <p>Children are achieving progression in learning.</p> <p>Children's opinions and views are considered and addressed.</p> <p>Children are able to talk confidently about their learning and next steps</p> <p>Parents are contributing their views and these are regularly recorded in MSS</p> | | HGIOELC 2.2 2.3 |
| 2 | Ensure children's interests are identified through active play and learning leading to responsive planning | <p>Staff will respond to children's interests in their provision of resources and learning activities.</p> <p>Staff will engage in high quality interactions with children and this will be a focus of playroom observations</p> <p>Staff will facilitate mini themes within the nursery in response to individuals.</p> <p>Planning will greater reflect child contributions (floor book)</p> | <p>February 2017</p> <p>February 2017</p> <p>February 2017</p> | <p>Children's opinions and views are considered and addressed.</p> <p>Children's learning is supported through quality interactions with staff</p> <p>Children's interests are evident in the provision of resources and activities available in nursery</p> | | HGIOELC 3.2 3.3 |

| | Overall Priorities 5.1 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS 4 |
|---------------------------|--|---|---|--|-----------------------|---------------|
| Nursery Class | | | | | | |
| 3 | Ensure progression within early level | <p>Introduction of Progression Pathways in Literacy, Numeracy and HWB</p> <p>Introduction of Big Writing assessments for children in their pre-school year in nursery</p> <p>Undertake a joint IDL with Primary 1 class</p> | <p>November 2017</p> <p>May 2017</p> <p>May 2017/2018</p> | <p>Children experience progression in learning within Early Level</p> <p>Baseline assessment of children's early writing skills is available to provide information for P1 staff and parents</p> <p>Children are familiar with learning approaches in primary 1</p> | | |
| 4 | Develop effective transition procedures from home to school | <p>Review current Nursery-P1 transition arrangements to ensure transitions in learning as well as location</p> <p>Update parent transition information leaflet and P1 induction content</p> | <p>May 2017</p> <p>May 2017</p> | <p>Children are confident in their abilities to learn in a new environment</p> <p>Children are confident in their abilities to access learning in a Primary 1 classroom</p> <p>Parents and children are fully aware of the transition arrangements in place to support children who are moving from nursery to Primary 1</p> | | |
| Primary School 5.1 | | | | | | |
| 5 | <p>Review and develop the curriculum from Early level onwards using 7 principles of curriculum design</p> <p>Breadth Depth Challenge Enjoyment Personalisation and choice Relevance Coherence</p> <p>as an ongoing cycle</p> | <p>Develop curriculum rationale with parents, pupils and staff.</p> <p>Building Curriculum – workshops for staff and parents 'what do we want our children to learn?'</p> <p>Create a curriculum map for California PS</p> <p>Implement FC new progression pathways for numeracy and literacy</p> | <p>Sept –Nov 2016</p> <p>Nov 2016</p> <p>Dec – Jan 2016</p> <p>August 2016</p> <p>August 2016 – June 2018</p> | <p>Clear understanding of what is expected</p> <p>Child will experience a curriculum with greater relevance and coherence. Children will have a greater understanding of the next steps in their learning and understanding of their own progress.</p> | <p>2.2</p> <p>3.3</p> | |

| | Overall Priorities 5.1 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS 4 |
|----------------------|--|--|--|--|--------------------|---------------|
| Nursery Class | | | | | | |
| | | <p>More flexible use of resources to develop open ended learning and creativity Develop a HWB overview to cover all the required elements and locally agreed syllabuses.</p> <p>Further development of P7 profile</p> | <p>By March 2017</p> <p>2017 -2018</p> | <p>Greater opportunities for personalisation and choice</p> <p>Children will experience complete coverage of the HWB curriculum and have shared experiences with other children in cluster/Falkirk schools</p> | | 2.6 |
| 6 | Develop strategy for raising attainment in literacy and numeracy | Develop with staff, Parents and children Write and Share this | By March 2017 | Attainment in literacy and numeracy will improve based on individual progress | | |
| 7 | Planning and assessing the breadth, challenge and application of children's learning across the four contexts for learning | <p>Develop IDL work to include the 4 cross cutting themes</p> <ul style="list-style-type: none"> • Enterprise • Creativity • Citizenship • Sustainability | March 2017 – June 2018 | <p>Children will have clear understanding of what these themes are and what they mean.</p> <p>Children will have increased motivation</p> <p>Children will have increased confidence in their views and articulating them</p> <p>Children will be able to identify aspects of their IDL work and know how they link to the four cross cutting themes and why they are important.</p> | | 2.2 3.3 |
| 8 | Further develop skills for life, work and learning | <p>See CIP DYW 2016-17</p> <p>Skills for life</p> <p>Skills for learning – introduce these to children.</p> <p>Staff use the skills vocabulary when undertaking feedback with children</p> <p>Encourage the use of the language when chd giving own feedback (peer and self)</p> | <p>Cluster plans 2018-2019</p> <p>Dec 2016 – June 2017</p> | <p>Children will know and understand the terminology of – reflective, resourceful, resilient, reasoning and responsible. They will be able to use these term when discussing their work and the work behaviours.</p> <p>Staff will use these terms when providing feedback and next steps.</p> | | 3.3 2.2 |

| | Overall Priorities 5.1 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS 4 |
|----------------------|--|--|--|--|--------------------|---------------|
| Nursery Class | | | | | | |
| | | Introduction of growth mindset (staff and chd) | February 2017 – March 2018 | Children will demonstrate these skills. Children will be able to reflect on their learning and discuss their mindset. Positive mindsets will result in improved problem solving and resilience | | |
| 9 | Develop the use of digital technologies across the school to enhance learning. | Develop use of class set of I pads to enhance creativity and digital learning Introduce coding as a teaching theme Develop further class use of Twitter Develop further the use of IWB in classrooms as a teaching tool, rather than a presentation tool/finishing activity | November 2016 September 2016 November 2016 | Children will have greater opportunities to use and learn from digital technologies. | | 3.3 |

5.3 Meeting Learning Needs

Aspects of Development

Develop approaches to assessing and tracking children's progress to raise attainment and achievement

Improve the curriculum and increase the pace of implementation of national guidance.

Strengthen approaches to self-evaluation to ensure they result in improvements in children's learning

| | Overall Priorities 5.3 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS4 HGIOELC |
|---|--|---|--|---|--------------------|--|
| | Nursery Class | | | | | |
| 1 | Make effective links between learning and children's interest to make progress across the whole curriculum | <p>Greater range of resources available and independently accessible by children</p> <p>More independent choice of learning activities which reflect the interests of the children</p> <p>More open ended and challenging activities will be available with resources being changed regularly</p> <p>Children will be given more opportunities to develop problem solving skills e.g. large block play</p> <p>Parents will be given the opportunity to share in their child's nursery experience more regularly with the introduction of 'Stay and play' sessions</p> | <p>March 2017</p> <p>March 2017</p> <p>March 2017</p> <p>November 2017</p> <p>Feb 2017</p> | <p>Children are confident when interacting with new resources and show creativity in their play</p> <p>Children recognise that adults in nursery respond to their needs and interests.</p> <p>Children and parents/carers are benefitting from a shared understanding of nursery learning experiences</p> | | <p>2.2</p> <p>2.3</p> <p>3.1</p> <p>3.2</p> |
| | Primary School | | | | | |
| 2 | Increase challenge and differentiation to allow for full participation for all pupils | <p>Provide opportunities for children to achieve beyond expectation</p> <p>Children to review their learning and be reflective about it.</p> <p>Encourage the use of questions and risk taking</p> <p>Encourage children to be able to explain their learning – what helped and why</p> | January 2017 ongoing | <p>Children have chances to shine and show their full potential</p> <p>Children have evidence of using the skills for learning in their jotters/learning.</p> <p>Increased confidence with tackling new ideas and concepts</p> | | <p>1.2</p> <p>1.5</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.1</p> <p>3.2</p> |
| 3 | Allocate support staff to maximise intervention programmes for children to receive targeted support | <p>Review Form 4 targets more regularly as and when required to track progress more closely.</p> <p>Use available support hours to deliver specific intervention programmes</p> | August 2016 ONGOING | <p>Children will have consistent expectation from all teaches who work with them</p> <p>Raised attainment through targeted interventions for identified support</p> | | |

5.9 Improvement Through Self Evaluation

Aspects of Development

Develop approaches to assessing and tracking children's progress to raise attainment and achievement.

Improve the curriculum and increase the pace of implementation of national guidance.

Strengthen approaches to self-evaluation to ensure they result in improvements in children's learning.

| Overall Priorities 5.9 | | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS 4 HGIELC |
|------------------------|---|---|---|--|--------------------|---|
| Nursery Class | | | | | | |
| 1 | Develop robust, systematic approaches to self-evaluation which lead to improved outcomes for children and families. | <p>Staff to evaluate learning and teaching regularly as an integral part of the short term planning processes in nursery</p> <p>Avril Robertson (Early Years Curriculum Support Officer) to work with staff to introduce a new Self Evaluation System based on Building the Ambition and HGIOELC</p> <p>Develop regular opportunities for children and their parents/carers to be fully involved in nursery self-evaluation process.</p> <p>Re-evaluate child/parental input to floor book and explore opportunities for easier access.</p> | <p>November 2016</p> <p>November 2016</p> <p>March 2017</p> <p>March 2017</p> | Outcomes for children are improved through actions taken as a result of self-evaluation. | | <p>HGIOELC</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> |
| 2 | Nursery staff will work to develop the nursery environment and the quality of the early level curriculum using self-evaluation materials. | <p>Avril Robertson (Early Years Curriculum Support Officer) to work with staff to introduce a new Self Evaluation System based on Building the Ambition and HGIOELC (as above)</p> <p>Nursery Environment will be the first priority which is addressed</p> | Nov 2016 | Outcomes for children are improved through actions taken as a result of self-evaluation. | | <p>HGIOELC</p> <p>1.1</p> <p>1.5</p> |
| 3 | Develop self-evaluation processes with all stakeholders to identify areas of improvement and share the improvements. | <p>Continue to collect parental view through annual questionnaire and explore the possibilities of an online survey.</p> <p>Continue to consult with children on the quality of their nursery experiences.</p> <p>Develop a new system for collecting children's view e.g. IPAD</p> <p>Share the results of the evaluation and the improvements made with parents/carers through Standards and Quality Report</p> | <p>May 2017</p> <p>November 17</p> <p>May 2017</p> <p>June 2017</p> | Outcomes for children are improved through actions taken as a result of self-evaluation. | | <p>HGIOELC</p> <p>1.1</p> <p>2.7</p> |

| Overall Priorities 5.9 | | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS 4 HGIELC |
|------------------------|---|--|---|--|--------------------|--------------------------|
| Primary School | | | | | | |
| 4 | Implement a tracking and monitoring pupil progress system to raise attainment and ensure children are provided with appropriate challenge and support in Literacy, Numeracy, Health and Well-being. | <p>Implementation of interventions with 20% + - group in each class.</p> <p>Professional dialogue meetings to track identified pupils.</p> <p>Pupil setting own targets in literacy and numeracy</p> <p>ASN pupils and parents helping to set own targets to support their learning</p> | <p>August 2016</p> <p>4 X a year with SMT</p> <p>January 2017 ongoing</p> <p>September 2016</p> | <p>Pupils take more responsibility for their own learning and progress.</p> <p>Pupils will be able to discuss their targets and identify their next steps</p> | | 1.1 2.2 3.2 |
| 5 | Rigorous self-evaluation at all levels focuses on positive outcomes for all learners, | <p>Ensure that pupil self-assessment and peer assessment is linked to the learning and that pupils can discuss their learning appropriately</p> <p>Teachers are self-evaluating their teaching and the learning in their classrooms and identifying next steps as a result.</p> <p>Parental involvement through jotter days, celebrations and consultation focusses on the learning and progress</p> | August 2016 - ongoing | <p>Jotters will show evidence of self and peer assessment</p> <p>Pupil focus groups will be able to identify and discuss learning</p> <p>Evaluations will have a more rigorous focus on challenge.</p> <p>Next steps are skills based and look at the skills for learning</p> <p>Parents have a good understanding of their child's learning and progress.</p> | | 1.1 |
| 6 | Teacher evaluations of pupil learning need to clearly identify next steps for all individuals | <p>Jotters – feedback both oral and written to include next steps</p> <p>Target sheets – 20% groups have targets set. 60% set own learning targets based on the next steps and skills for learning</p> <p>Success criteria are used to provide feedback - both pupil and teacher</p> | <p>August 2016 ongoing</p> <p>September 2016 ongoing</p> | <p>Jotters show feedback based on next steps and the skills for learning</p> <p>Interventions are very focussed and evaluated as to success.</p> <p>Pupils are aware of the SC and can discuss them and use them to inform their learning.</p> | | 2.3 2.2 3.2 1.1 |

| | Overall Priorities 5.9 | Actions | By When | Impact on Learners | Evidence of Impact | QI HGIOS 4 HGIELC |
|----|---|--|--|--|--------------------|--------------------------|
| | Primary School | | | | | |
| 7 | Staff will plan collegiately a range of assessment opportunities so that learning can be assessed in new and unfamiliar situations across the four contexts for learning. | Staff to use National Improvement Hub / NAR materials to help develop their own skills and knowledge Moderation within and outwith school to improve validity and reliability of professional judgement | January 2017 ongoing | IDL planning identifies the assessment activity. Benchmarks are used for numeracy and literacy to inform assessment. Staff will continue to work collaboratively in cluster and across partner schools to moderate assessments on level judgments | | 2.3 |
| 8 | More focussed feedback on planning with regard to learning activities and progress. | Ensure that Es and Os drive planning, with activities that allow for the desired outcomes. Annual quality assurance plan in place Feedback plan in place with clear directives as to expectations | September/November January/ April 2016-17 August 2016 August 2016 - ongoing | Children are experiencing activities that are linked to Es and Os. Children participate in the planning. | | 2.3 |
| 9 | Improving opportunities for parental involvement in the work of the school and their child's learning. | Parental involvement in building the curriculum and development of rationale More opportunities for parents to be involved in school /learning Jotter day | September 2016 August 2016-17 | Children are bale to share learning with parents and further develop their awareness of their own progress. Parents are able to support their child and understand their next steps. | | 2.5 |
| 10 | Increase opportunities for pupils to have a greater voice in self-evaluation of their own learning and their work of the school. | Involvement in Pupil council Eco committee Pupil focus groups House system Involvement in planning Self-assessment Peer assessment | August 2016 - ongoing | Pupils will have greater ownership and pride in their school. Pupils will have a stronger sense of self and a collective sense of self. | | 1.1 2.2 2.3 3.3 |