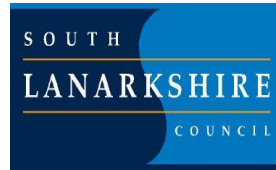


**Education Resources  
Curriculum and Quality Improvement Service**

# **Establishment Improvement Plan 2017 - 2018**

***Sandford Primary***





**Education Resources  
Curriculum and Quality Improvement Service**

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<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement ✓ ✓</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change ✓</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum ✓ ✓</li> <li>2.3 Learning teaching and assessment ✓ ✓</li> <li>2.4 Personalised support</li> <li>2.5 Family learning ✓ ✓</li> <li>2.6 Transitions ✓ ✓</li> <li>2.7 Partnership ✓ ✓</li> <li>3.1 Ensuring wellbeing, equality and inclusion ✓</li> <li>3.2 Raising attainment and achievement/Securing children’s progress ✓ ✓</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning ✓ ✓</li> </ul>	<ul style="list-style-type: none"> <li>Transforming Learning and Teaching</li> <li>Implementing Curriculum for Excellence</li> <li>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</li> <li>Skills for Learning, Life and Work</li> <li>Professional Learning</li> <li>Leadership (Change and Improvement)</li> </ul>

Strategic Priorities 3 Year Cycle		
2017/2018	2018/2019	2019/2020
<p>1. Improvements in health and wellbeing opportunities offered to all learners. Focus on food and health and review of RSHP. Introduction of rolling program. Planning, tracking and monitoring.</p>	<p>1. Improvements in health and wellbeing opportunities offered to all learners. Focus on Physical Activity, Education and Sport. Review and evaluate rolling program. Planning, tracking and monitoring.</p>	<p>1. Improvements in health and wellbeing opportunities offered to all learners. Focus on assessment</p> <p>2. Pace, challenge and differentiation across literacy and numeracy.</p>

<p>2. Improvements in attainment across the school with a focus on listening and talking. (Continue with reading.) Planning, tracking and monitoring.</p> <p>3. Raising attainment in numeracy with a focus on number, money and measure. Planning, tracking and monitoring.</p> <p>4. Moderation (LC priority)</p>	<p>2. Improvements in attainment across the school with a focus on review of writing. Planning, tracking and monitoring.</p> <p>3. Raising attainment in numeracy with a focus on shape, position and movement and information handling. Planning, tracking and monitoring.</p> <p>4. Moderation (LC priority)</p>	<p>3. Review and evaluate tracking and monitoring.</p>
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## Strategic Improvement Planning for Sandford Primary

Session: 2017/2018

<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		<p><b>Collaboration and consultation</b> (list stakeholders):</p> <ul style="list-style-type: none"> <li>• Pupils</li> <li>• Parents/Carers</li> <li>• Staff</li> </ul>
<p><b>National Improvement Framework Key Drivers</b></p>	<p><b>HGIOS 4 and Early Learning and Childcare Indicators</b></p>	<p><b>SLC Education Resources Themes</b></p>
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children’s progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Improvements in health and wellbeing opportunities offered to all learners. Focus on food and health and review of RSHP. Introduction of rolling program. Planning, tracking and monitoring.		<ul style="list-style-type: none"> <li>• Planning and updating rolling program will improve the consistency of learning and teaching in health and wellbeing across the school. Tracking and monitoring will support this consistency.</li> <li>• Staff will become familiar with the benchmarks ensuring confident staff judgment of levels/progress with levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil questionnaires.</li> <li>• Staff review and evaluation of rolling program: Nov 2017, April 2018 and May 2018.</li> <li>• Agreed and consistent updating of new tracking and monitoring system.</li> </ul>	
Improvements in attainment across the school with a focus on listening and talking. Planning, tracking and monitoring.		<ul style="list-style-type: none"> <li>• Focus on planning, tracking and monitoring will support staff to plan and deliver quality learning and teaching with a clear focus on meeting the needs of all and ensuring consistent progression.</li> <li>• Increase in number of pupils achieving expected level.</li> <li>• Increased familiarity with benchmarks will verify level and teachers judgment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher prediction/judgments-discussed with HT: Oct 2017, Jan 2018 and June 2018</li> <li>• Standardised assessments: P1, P4 and P7</li> <li>• Agreed and consistent updating of new tracking and monitoring system.</li> </ul>	
Raising attainment in numeracy with a focus on number, money and measure. Planning, tracking and monitoring.		<ul style="list-style-type: none"> <li>• Focus on planning, tracking and monitoring will support staff to plan and deliver quality learning and teaching with a clear focus on meeting the needs of all and ensuring consistent progression.</li> <li>• Increase in number of pupils achieving expected level.</li> <li>• Increased familiarity with benchmarks will verify level and teachers judgment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher prediction/judgments-discussed with HT: Oct 2017, Jan 2018 and June 2018</li> <li>• Standardised assessments: P1, P4 and P7.</li> <li>• Agreed and consistent updating of new tracking and monitoring system.</li> </ul>	
Moderation (LC priority)		See LC Improvement Plan		

**Strategic Priority 1: Improvements in health and wellbeing opportunities offered to all learners. Focus on food and health and review of RSHP. Introduction of rolling program. Planning, tracking and monitoring.**

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

**Operational Improvement Planning (Action Plan) for Sandford Primary:**

**Session: 2017/2018**

**Strategic Priority 1: Improvements in health and wellbeing opportunities offered to all learners. Focus on food and health and review of RSHP. Introduction of rolling program. Planning, tracking and monitoring.**

<b>Key Actions (How)</b>	<b>*Lead Person</b>	<b>*Timescale</b>	<b>*Comments</b>
Implement draft rolling program-agreed 31May 2017.	All staff-HWB not the responsibility solely of CCC teacher.	From Aug 2017-June 2018: professional dialogue around review/evaluation at small school joint CAT sessions: Wed 1 Nov 2017-Sandford 3.30-4.45pm, Wed 18 April 2018-Glassford, and Mon 21 May 2018-Chapelton	
Make greater use of facilities staff to support with Food and Health aspect of HWB.	HT, facilities, teaching and support staff	From Aug 2017	
Develop staff familiarity with benchmarks for health and wellbeing.	HT	CAT Sessions and throughout the session	
Increase pupil awareness of benchmarks.	Class teachers	From September 2017.	Benchmarks to be discussed and used to set stage/group health and wellbeing targets for session. Pupils to share/discuss with parents/carers.
Increase parent/carer awareness of benchmarks.	HT and pupil focus group	Display/Presentation at Parents' Consultations May 2018	
Utilise SLC Tracking and Monitoring tool. Data to be used to discuss pace and progress.	HT All staff	August 2017 Inset and throughout the session. Initially three CAT sessions to be used to input data. Basis for discussion with HT Oct 2017, Jan and May 2018.	

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)



**Operational Improvement Planning (Action Plan) for Sandford Primary:**

**Session: 2017/2018**

**Strategic Priority 2: Improvements in attainment across the school with a focus on listening and talking. Planning, tracking and monitoring.**

<b>Key Actions (How)</b>	<b>*Lead Person</b>	<b>*Timescale</b>	<b>*Comments</b>
All staff to be aware of standardised assessments from Scottish Government.	HT	From Aug 2017-ongoing	Named person registered May 2017: Laura McKinnon, Caroline Loughran and Ellen Jack. HT attended showcase event on 20 June 2017.
Develop staff familiarity with benchmarks for literacy.	HT	CAT Sessions and throughout the session.	
Increase pupil awareness of benchmarks.	Class teachers	From September 2017.	Benchmarks to be discussed and used to set stage/group literacy targets for session. Pupils to share/discuss with parents/carers.
Increase parent/carer awareness of benchmarks.	HT and pupil focus group	Display/Presentation at Parents' Consultations May 2018	Info leaflets available on website.
Staff to engage in professional reflection around listening and talking and complete an audit on current practice.	Literacy Coordinator	Aug-Dec 2017	
Develop staff awareness of principles of quality tracking and monitoring using SLC guidelines.	HT	August 2017 Inset	
Utilise SLC Tracking and Monitoring tool. Data to be used to discuss pace and progress.	All staff	August 2017 Inset and throughout the session. Initially three CAT sessions to be used to input data. Basis for discussion with HT Oct 2017, Jan and May 2018.	

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

**Operational Improvement Planning (Action Plan) for Sandford Primary:**

**Session: 2017/2018**

**Strategic Priority 3: Raising attainment in numeracy with a focus on number, money and measure. Planning, tracking and monitoring.**

<b>Key Actions (How)</b>	<b>*Lead Person</b>	<b>*Timescale</b>	<b>*Comments</b>
Develop staff familiarity with benchmarks for numeracy.	HT	CAT Sessions and throughout the session.	Maths Week Scotland: 11-17 September 2017
Increase pupil awareness of benchmarks.	Class teachers	From September 2017.	Benchmarks to be discussed and used to set stage/group maths targets for session. Pupils to share/discuss with parents/carers.
Increase parent/carer awareness of benchmarks.	HT and pupil focus group	Display/Presentation at Parents' Consultations May 2018	Info leaflets available on website.
Staff to engage in professional reflection around number, money and measure and complete an audit on current practice.	All staff	Aug-Dec 2017	
Develop staff awareness of principles of quality tracking and monitoring using SLC guidelines.	HT	August 2017 Inset	
Utilise SLC Tracking and Monitoring tool. Data to be used to discuss pace and progress.	All staff	August 2017 Inset and throughout the session. Initially three CAT sessions to be used to input data. Basis for discussion with HT Oct 2017, Jan and May 2018.	

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

**Key Actions (from previous plans)**

Reading Challenge to continue from P1-P7 session 2017-2018.	Literacy Coordinator	From Aug 2017	Staff training for RM Books
Parents/carers actively engaged with reading for pleasure with children.	HT and pupil focus group	From Aug 2017	Book Week Scotland-week beginning 27 Nov 2017
Increase parent/carer skills, confidence and knowledge in supporting their children with mental maths.	HT and all teaching staff	From August 2017	Curriculum workshops Family numeracy challenges Parent prompt sheets
Implement and monitor the effectiveness of new achievement awards to reflect vision and values	HT and all teaching staff	From August 2017	
Continue to engage with HGIOS 4	HT and all teaching staff	From August 2017	Self-Evaluation Summary Paper

